DOCUMENT RESUME

ED 057 727 HE 002 698

AUTHOR	Schoonmaker, Kathleen, Ed.
TITLE	Admissions and Student Body Composition. The Report to the President of Michigan State University from the Commission.
INSTITUTION	Michigan State Univ., East Lansing.
PUB DATE	71
NOTE	126p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*Academic Standards; *Admission Criteria; *College Admission; *College Students; *Educational Administration; Educational Innovation; *Higher Education; Innovation

ABSTRACT

This is a report of the Admissions Commission of Michigan State University (MSU). Chapter I deals with organization and procedures, including sections about the purpose of an admissions commission and the procedures of the commission. Chapter II discusses the commission in the context of higher education in Michigan, in general, and specifically as related to MSU. Chapter III is involved with the role of MSU in the 1970s and beyond, and Chapters IV, V, and VI include 79 recommendations that propose actions to be carried out by a variety of people ranging from the Board of Trustees, the president, and the provost, to advisers and admissions counselors. (HS)

ED057727

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED057727

Admissions and Student Body Composition

The Report to the President
of Michigan State University
From the Commission on

Admissions and Student Body Composition

MICHIGAN STATE UNIVERSITY 1971

3

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

OFFICE OF THE PRESIDENT

November 1, 1971

Dr. Clifton R. Wharton, Jr., President
Michigan State University
East Lansing, Michigan

Dear President Wharton:

It is my pleasure, on behalf of the advisory Presidential Commission on Admissions and Student Body Composition, to transmit to you the completed report of the Commission. As you know, the Commission, at its final meeting on July 23, adopted the report with the understanding that the Drafting Committee would incorporate into the final draft the revisions agreed upon during the July 23 session, stylistic changes proposed by individual members, and notes of dissent or concurrence prepared by any member.

The Drafting Committee--Professors James Pickering, Clifford Pollard, and Chitra Smith, and Mr. Jerry Rupley--have devoted innumerable hours in preparing this report that records faithfully not only the basic decisions of the Commission but also the nuances that the Commission desired to convey.

Finally, I wish to emphasize that the Commission members, every member indeed, dedicated tremendous energy, infinite patience, reflective imagination, and analytical thought to the development of this advisory report that Commission members believe merits thorough reading and study and prompt and serious consideration.

Sincerely yours,

Ira Polley

Ira Polley
Consultant to the President and
Executive Director, Presidential
Commission on Admissions and
Student Body Composition

Foreword

The report of the Commission on Admissions and Student Body Composition represents an attempt by a broadly representative group of faculty, students, alumni, and public members to address itself directly to the question of who should be admitted to what is, at present, the largest institution in the Michigan system of higher education. It is also concerned with a variety of other issues growing out of and ancillary to the central question of admissions: the goals and purposes of the University, its relationship to other public educational institutions in the State, the courses and programs that it offers, the resources that it expends and how it expends them, its ability to respond and change, and its *modus operandi* as a modern public institution.

From first to last, the Commission insisted that admission policies be formulated in terms of the basic impact they may have on the future of the individual student and, beyond that, in terms of the collective impact such decisions may have on the roles and functions of the University itself. Thus the recommendations are not restricted to, or exclusively focused on, the disadvantaged, minorities, or on any other special group, nor do they deal exclusively with students who happen to fall within a certain age range. The Commission believed that decisions respecting such groups can only be made within the context of a broad admissions policy which firmly and realistically takes into account the multifaceted educational institution which is Michigan State University. At no time during the course of its deliberations did the Commission permit the subject of admissions to be treated solely in terms of numbers, percentages, or quotas, either to assure the use of existing facilities or to placate any groups or interests.

The Commission urges readers of this report to consider it in its entirety, and to read carefully the prose which precedes, supports, and serves to explain the underlying rationale of its seventy-nine recommendations. By so doing the reader will better understand and appreciate how and why the Commission reached its individual decisions. Finally, readers should be mindful that the report is designed to be advisory to the President of Michigan State University. The decision on whether or not to move toward the implementation of each recommendation rests, as it should, with the President.

Many individuals and organizations have made invaluable contributions to the work of the Commission on Admissions and Student Body Composition. To identify everyone who assisted is, clea ly, an impossible task. Faculty members, students, administrators, representatives of the news media, citizens who individually and collectively participated in the public hearings—all provided information and opinions which, in one way or another, proved indispensable to the Commission. Without such views and information the Commission would have been deprived of one of its most important and vital resources.

In the early months of discussions, a wealth of data was prepared for the five subcommittees by staff specialists Charles G. Eberly, Assistant Professor, and Leroy A. Olson, Professor, Evaluation Services; David E. Hershey, Associate Director, Admissions and Scholarships; and Thomas M. Freeman, Assistant Professor, and Margaret F. Lorimer, Professor, Institutional Research. All of the staff specialists, including Paul L. Dressel, Director of Institutional Research, who helped the Drafting Committee during the initial stages of its work, provided great assistance to the Commission. To Professor Lorimer, who worked with the Commission during the entire period of its existence and who provided invaluable services to the Drafting Committee, goes a special expression of gratitude. And, finally, no words can adequately express the debt that the Commission owes to its Executive Director, Ira Polley, whose enthusiasm, energy, and absolute dedication was the indispensable catalyst for the Commission during its months of study and deliberation.

The Commission appreciates a grant received from the Rockefeller Foundation to assist in meeting some of the expenses of the Commission.

The Presidential Commission on Admissions and
Student Body Composition

East Lansing, Michigan
November 1971

Members of the Presidential Commission on Admissions and Student Body Composition*

Clifton R. Wharton, Jr., President, *Chairman*
John Cantlon, Provost, *Vice Chairman*
Ira Polley, Consultant to the President, *Executive Director*

FACULTY

Academic Council

Norman Abeles, *Professor, Psychology, College of Social Science*
Daniel F. Cowan, *Assistant Professor, Pathology, College of Human Medicine*
Mildred B. Erickson, *Assistant Professor, American Thought and Language, University College*
Henry W. Kennedy, *Professor, Teacher Education, College of Education*
Mordechai Kreinin, *Professor, Economics, College of Business*
Clifford J. Pollard‡, *Associate Professor, Botany and Plant Pathology, College of Natural Science*
Chitra M. Smith‡, *Associate Professor, James Madison College*

Educational Policies Committee

William V. Hicks†, *Professor and Chairman, Elementary and Special Education, College of Education*
Willard Warrington†, *Professor and Director, Evaluation Services, University College*

*The members are shown with the office, organization, or association that they represented at the time of their appointment to the Commission.
‡Member of Drafting Committee.
†Subcommittee Chairman.

Admissions Commission Report

Equal Opportunity Programs

James B. Hamilton, *Assistant Professor, Chemistry, College of Natural Science*

Graduate Council

Charles A. Blackman†, *Professor, Secondary Education and Curriculum, College of Education*
James H. Pickering†‡, *Associate Professor, English, College of Arts and Letters*

STUDENTS

Associated Students of MSU

Elizabeth Grebenschikoff
Jerry T. Rupley‡
William R. Rustem
David R. Snyder
Walter Thomas

Council of Graduate Students

Kwong-Yuan Chong
William H. Greene
Stanley D. Sibley

ALUMNI

Patricia M. Carrigan, *Ann Arbor*
Louis E. Legg, Jr., *Okemos*

MEMBERS-AT-LARGE
(Appointees of the President and the Provost)

Dorothy A. Arata†, *Assistant Director, Honors College*
Frank Beadle, *Former Senator, St. Clair Shores*
James D. Shaffer, *Professor, Agricultural Economics, College of Agriculture and Natural Resources*

†Subcommittee Chairman.
‡Member of Drafting Committee.

Members of the Commission

PUBLIC MEMBERS

Paul E. Bader, *President, Michigan School Counselors Association*
Robert D. Cahow, *Executive Secretary, Michigan Association of Community Colleges*
John C. Hoekje, *President, Association of Independent Colleges and Universities in Michigan*
Ronald J. Jursa, *Director, Financial Aids Division, Bureau of Higher Education, Michigan Department of Education*
Benjamin R. Leyrer, *Field Secretary, Michigan Association of Secondary School Principals*

STAFF AND RESOURCE PERSONS

Melvin C. Buschman, *Assistant Director, Continuing Education Service*
Lloyd M. Cofer, *Director, Developmental Program*
Paul L. Dressel, *Director, Office of Institutional Research*
Robert L. Green, *Director, Center for Urban Affairs*
Homer D. Higbee, *Assistant Dean for Educational Exchange, International Studies and Programs*
Horace King, *Registrar*
Joseph H. McMillan, *Director, Equal Opportunity Programs*
Clarence W. Minkel, *Associate Dean, School for Advanced Graduate Studies*
Eldon R. Nonnamaker, *Dean of Students*
William R. Wilkie, *Special Assistant to the President*

EX OFFICIO MEMBERS
(Trustees)

Frank Hartman, *Flint*
Warren M. Huff, *Plymouth*
Blanche Martin, *East Lansing*
Frank Merriman, *Deckerville*
Stephen S. Nisbet, *Fremont*
Don Stevens, *Okemos*
Kenneth W. Thompson, *Grand Rapids*
Clair A. White, *Bay City*

Contents

Foreword, vii

Members of the Commission, ix

Chapter I: Organization and Procedures, 1

A. Why an Admissions Commission, 1
B. Procedures of the Commission, 3

Chapter II: The Commission in Context, 8

A. Higher Education in Michigan, 8
B. Michigan State University, 10

Chapter III: The Role of Michigan State University in the 1970s and Beyond, 12

A. Instruction, 13
   1. Undergraduate Instruction, 13
   2. Graduate Instruction, 15
   3. Graduate-Professional Instruction, 16
   4. Life-Long Education, 17
B. Creating New Knowledge: Research, 18
C. Public Service, 21

Chapter IV: Size and Student Body Composition, 24

A. Size, 24
B. Student Body Composition, 26
   1. Graduate Students, 27
   2. Undergraduate Students, 30
      a. Enrollment Mix, 31
      b. Access to Upper (Undergraduate) Division, 31
      c. Access to Lower (Undergraduate) Division, 33
   3. Special Groups, 36
      a. Groups Previously Excluded or Underrepresented, 36
         1.) Economically Disadvantaged Students, 37
         2.) Educationally Disadvantaged Students, 37
         3.) Minority Students, 38
         4.) Physically Handicapped Students, 38
         5.) Women students, 39
         6.) Older Students, 39
      b. Exceptionally Talented Students, 40
      c. Foreign Students, 41
      d. Out-of-State Students, 41

Chapter V: Implications, 43

A. Financial Implications, 43
B. Implications for Review and Evaluation, 45
C. Implications for Instruction and Advising, 46
   1. Instruction, 46
   2. Advising, 47
D. Implications for Support Services, 49
   1. Academic Support Services, 49
      a. Problems to Overcome, 50
      b. Goals for Support Services, 51
      c. Responsibility for Support Services, 51
      d. Evaluation of the Services, 53
   2. Financial Aids, 54
   3. Mutual Commitments, 57
E. Implications for Experimentation, Educational Research, and Evaluation, 58

Chapter VI: Admissions Procedures, 60

A. Undergraduate Admissions, 60
   1. Regular Admissions, 61
   2. Special Admissions, 62
B. Graduate Admissions, 62
C. Publicizing of Admissions Policies and Procedures, 64
D. Advisory Committee on Admissions, 65
E. Interinstitutional Cooperation, 66

Chapter VII: Summary and Conclusion, 69

Responsibility for Implementation, 69
   Chart I: Major Recommendations and Individuals Responsible for Initiating Action, 70
Costs, 76
Major Concerns of the Commission, 77
   Chart II: Concerns of the Commission, 79

Appendix I: Estimated Costs for Academic Support Services per 100 Educationally Disadvantaged Students, 89

Appendix II: Estimated Cost per 100 Additional Students at Various Levels and with Various Types of Needs per Year, 92

Appendix III: A List of Those Making Presentations at the Public Hearings, 95

Bibliography, 103

Index of Recommendations, 111

Index of Subjects, 114

Chapter I:

Organization and Procedures

A. WHY AN ADMISSIONS COMMISSION

Admission to America's earliest colleges was, of course, limited to the privileged few who by accident of birth or rare intellectual ability were to be prepared for the responsibilities of leadership in the developing nation. The subsequent history of American higher education has mirrored the growing democratization of America itself; and today, college admission is no longer the prerogative of the few and well-born. A college degree has become an indispensable prerequisite to many of the types of work necessary in a technological society and is viewed by many as a key to social mobility and economic security. So necessary has a post-high school education become that all institutions of higher education, old and new alike, now face a well-nigh irresistible pressure to admit more—if not all—of those who apply. The challenge of universal higher education is thus clearly before us. The question now is one of proper response. For higher education as a whole, the question is how to match these new applicants with the institutions which best fit their needs; for society, how to pay the inevitable costs; and for the university especially the public university, how to become a more diversified, pluralistic institution while, at the same time, maintaining academic excellence in instruction, research, and public service.

The Commission on Admissions and Student Body Composition was appointed by the President of Michigan State University in 1970, during his first months in office, in an attempt to grapple forthrightly with critical aspects of these questions. That a new university president should seek to discover the capabilities and potentialities of his institution in order to chart its future was natural enough; to do so through a broadly representative commission was in the best tradition of Michigan State University, which has long utilized institutional self-study—such as that undertaken by the Committee on the Future of the University (1959) and by the Committee on Undergraduate Education (1967)—as a catalyst for innovation, experimentation, and change. Like all institutions of higher learning, Michigan State values continuity; it

has also demonstrated, time and time again, a willingness to evaluate itself and to make choices that visibly alter its internal organization and fundamental direction.

The call for the establishment of such a commission came at a singularly propitious moment. Higher education in America is in trouble. Despite a decade of increased state and federal support, resulting in rapid internal expansion, it is now faced with a legacy of disenchantment, criticism from within and without, unfulfilled expectations, and, perhaps most crucially, a serious breakdown in communication between the university and the various publics it serves. This loss of confidence is all the more alarming for its pervasiveness. Moreover it is paradoxical: while one vocal segment of our society suspiciously views the university as an institution consciously trying to subvert traditional American values and undermine the status quo, another segment, with equal fervor and conviction, argues that the university lacks the basic will and desire to come to grips with the great problems of our time. The doubts voiced by the latter group are especially distressing, for they come in part from many of the university's own students. What they ask is this: Can a university, even with its tremendous human and technical resources, change, adapt, and reform itself to meet the unsolved problems of American life? Can it pause, look inward, and define (or redefine) its purposes and goals for the years immediately ahead? Can it, in brief, serve a society in which higher education is increasingly a necessity without compromising its traditionally high standards of excellence?

A reappraisal of any institution of higher learning may logically begin with and center on the question of admissions, for it is what is done here, at the threshold of the university, that determines what it is and what in turn it will become. By virtue of its stated role and function, the community college, assuming it has adequate resources, admits all comers and provides or adapts its programs accordingly. Or, having identified a particular educational need in the community it serves, the two-year college can develop programs specifically designed to meet that need. A private four-year college, on the other hand, may be selective and choose from among its applicants those students who seem most readily adaptable to well-established liberal arts programs. The public university, with its strong commitment to both undergraduate and graduate education as well as to research and public service, faces a far more difficult task in respect to admissions—a task compounded by rapidly spiraling costs, a relatively static level of financial support, and the ever-present insistence that it respond in ways not expected of other institutions to a host of contemporary problems. To these difficulties

might be added the allegations of many that the university is not sufficiently accountable for the allocation of those considerable resources already at its disposal.

In a large and complex institution like Michigan State University, the matter of admissions involves so many interrelated factors that simplistic responses are useless and rigid formulas will not suffice. The development of an admissions policy for the seventies is no easy task. It must take into account the existing character of the institution, its resources, its facilities, and its faculty. The focus of any such inquiry must, of course, be on the admissions policy itself: Who is to be admitted? What criteria and standards are to be used? How can the university best cope with society's demands for wider access to higher education, especially for minority and disadvantaged students?

Entrance to the University for any student becomes a bitter experience unless the University is structured to meet his needs and maximize the chances for his academic success. Thus problems regarding admissions inevitably give rise to questions about academic support services, as well as the role of the University, its goals, the nature and composition of its student body, the allocation of its resources, and its financial aids. In short, there is hardly an area of university activity that is exempted from such an inquiry. The answers to these questions do not come easily. They must, nevertheless, be asked and answered if Michigan State University is to remain a vital institution.

B. PROCEDURES OF THE COMMISSION

The Commission on Admissions and Student Body Composition, which first met on June 1, 1970, was broadly representative. Faculty and student organizations selected nineteen of the thirty members of the Commission, the University's Office of Equal Opportunity Programs selected one member, and the Alumni Association two;[1] three members were selected by the President and the Provost.[2] Five public members representing several educational interests—the State of Michigan Department of Education, Michigan Association of Community Colleges, the Michigan Association of Secondary School Principals, the Michigan Counselors Association, and the Association of Independent

1. The President's guidelines stipulated that one alumni appointee be a member of the Alumni Association, one have some connection with Michigan's secondary schools, and neither be an employee of the Alumni Association.

2. The President appointed two: a member of the faculty and a former member of the Michigan Senate. The Provost appointed one member of the faculty.

Colleges and Universities of Michigan—completed the Commission. The University's Trustees were designated ex officio members.

The faculty and student members were selected according to the guidelines included in the President's original charge to the Commission. The Academic Council was asked to name seven members; the University Educational Policies Committee, the chief standing committee of the faculty, two; and the Graduate Council, two. Five of the eight student members were selected by the Associated Students of Michigan State University (ASMSU), the undergraduate student organization; and three by the Council of Graduate Students (COGS).[3] In addition, a number of resource persons were asked to make themselves available to the Commission.[4]

Any Commission, whatever its scope or size, is inevitably shaped and influenced by the manner in which its members are chosen and by the backgrounds from which those members come. The Commission on Admissions and Student Body Composition was no exception. This broadly representative commission clearly enjoyed a number of advantages which would have been absent had another organizational pattern been chosen, for example, a commission whose members were consultants drawn from other universities. While it is true, of course, that a group of nonspecialists must first be educated (or, more likely, as happened here, must educate themselves) in the complexities of a subject like admissions and thus inevitably will take longer to arrive at conclusions than a panel of experts, a representative commission ensures that those recommendations, when they do come, will be the product of many minds and will, because of the experiences of its members, reflect the interests of the entire educational community. A representative body is far less likely than a group of outside experts to dismiss or overlook considerations vital to the university and to the

3. The guidelines stipulated that *(a)* the seven representatives from the Academic Council should include at least one at the rank of assistant professor, one woman, and two members of the faculty whose work consisted largely of instruction, counseling, or evaluation of freshmen and sophomores; *(b)* at least one of the two representatives from the Graduate Council should be at the rank of associate professor; *(c)* at least one of the undergraduate student representatives should be a woman, one a nonresident, and one a member of a minority group; and *(d)* that one of the graduate student representatives should be a nonresident and one a foreign student.

4. These were the Director of the Center for Urban Affairs, the Registrar, the Director of Developmental Program, the Director of Institutional Research, the Director of Equal Opportunity Programs, the Dean of Students, the Associate Dean of the School for Advanced Graduate Studies, the Assistant Director of the Continuing Education Service, and an Assistant Dean for International Studies and Programs.

wider community. As a result, the findings and conclusions of such a commission are likely to gain a credibility and legitimacy that they might not otherwise enjoy. In addition, such a body (since it also included members drawn from beyond the immediate university community) enabled members of the Commission not only to hear the views, aspirations, and concerns of the university community but also to communicate to their several constituencies reliable information about the processes employed and the variety of issues considered.

The selection process was completed in late May 1970, and the first, organizational meeting took place, as indicated above, on June 1. All meetings were chaired by the President and attended by the Provost, as well as by a number of resource persons. At the early sessions, initial questions were raised and members were asked to identify issues and problems for future consideration. It quickly became evident that the basic questions of admissions and student body composition had a direct relationship to other important issues: for example, to the size of the University, to the enrollment mix of the various levels, and to the role of Michigan State University, the community colleges, and other colleges and universities in the State.

Five areas of study were identified by the President and the Staff Director on the basis of the early discussions and subcommittees were appointed to study each:

1. The Mission of Michigan State University
2. Enrollment Mix
3. Special Programs
4. High Risk, Minority, and Disadvantaged Students
5. Admissions Procedures and Standards

The Staff Director, following as closely as possible the stated preferences of the Commission members, determined the membership of the subcommittees[5] and assigned to each a staff specialist.

At their initial meeting on June 19, the five subcommittees selected permanent chairmen, discussed procedures, and identified the data that seemed most essential for their particular tasks. In the frequent meetings that followed they debated issues and worked toward the development of a report to be presented to the full Commission for consideration. They also spent much time educating themselves by

5. Each subcommittee had at least two faculty members, one student, and one alumnus or public member. Three subcommittees had three faculty members, and three had two students.

reading and studying the large volume of materials distributed to the Commission by the Executive Director, the staff specialists, and, increasingly, by individual members of the Commission themselves.[6] The subcommittees also invited faculty and staff members, administrators, and students to meet with them periodically in order to discuss particular issues and to provide still additional points of view. These visitors, without exception, responded with interest, enthusiasm, and a spirit of cooperation. As the subcommittees worked towards the formulation of their final reports, they remained aware of each other's activities through the Executive Director (who attended most subcommittee sessions), through the uniformity of the reading and study materials, and through frequent meetings of the five subcommittee chairmen.

During the fall, and concurrently with the work of the subcommittees, the Commission held six public hearings in four cities (Detroit, Marquette, Grand Rapids, and East Lansing) in an effort to take the work of the Commission to the people of Michigan, and in order to engage the many constituencies of Michigan State University in a public discussion of the issues involved in formulating an admissions policy. For each of these day-long hearings the President sent out letters of invitation to representatives of civic, ethnic, professional, farm, business, industrial, labor, alumni, community college, and secondary school organizations. Faculty, students, administrators, and representatives of campus organizations were encouraged to participate in the three on-campus hearings in East Lansing. In addition, the public was extended invitations through the press to attend the hearings and to offer their views if they chose. Each session was attended by at least fifty interested citizens, many of whom presented formal written statements or made informal remarks.[7] In addition to the coverage provided in the state and local press, some of the East Lansing hearings were broadcast to the local community by WKAR, the University radio station. In retrospect, the hearings proved to be a unique and effective method of gathering information and sampling points of view.

6. The Office of the Executive Director distributed to the Commission members more than 100 articles and excerpts from scholarly and professional books, newspapers, magazines, pamphlets, public documents, and reports. (See the attached bibliography.) In addition, statements made by individual members of the University community and by student, faculty, and community groups (e.g., the Black Liberation Front International and LaRaza) were circulated.

7. A list of the organizations, groups, and individuals who offered papers or statements is given in Appendix III.

Early in 1971, with the work of the subcommittees largely completed, the Commission began to meet regularly again in full session to consider the subcommittee recommendations. These sessions, held usually once and sometimes twice a week, were devoted to intensive debate on and modification of the drafted recommendations. In April, a Drafting Committee was appointed to begin work on a final report. The first draft of Chapter I was sent to Commission members on April 20; the first draft of the final chapter, Chapter VII, on June 8. The sessions of the Commission in May and June examined and revised each of the chapters. A final draft, embodying suggested changes, was presented at the concluding session of the Commission on July 23, 1971, and was approved, subject to editorial changes.

Chapter II:

The Commission in Context

A. HIGHER EDUCATION IN MICHIGAN

Michigan State University is part of a system of thirteen four-year colleges and universities and twenty-nine community colleges, which together comprise public higher education in the State of Michigan. Unlike higher education in some states, Michigan's four-year public colleges and universities are not controlled or coordinated by a single, statewide board or council. Instead, they constitute what is, in effect, a confederation of independent, largely autonomous institutions, whose general functions and specialized roles have been the product of their historical development. Each determines its institutional role and pattern of growth and development within the constraints imposed by legislative appropriations. The wisdom of such an arrangement has been debated from time to time, most recently in 1961-62, when a new constitution enlarged the State Board of Education and gave it general responsibility for planning and coordinating the system of education in the State, *but*, at the same time, left the primary responsibility for direct institutional supervision and control with individual governing boards, where it has traditionally rested. This means that the future role of each public Michigan college and university depends on its ability to articulate not only to its students but to the people of the State the purposes, functions, and effectiveness of its educational program.

Historical institutional development, reinforced and in large measure determined by the deliberate pattern of State appropriations and federal funding, has assigned graduate work, graduate-professional education, and research for the most part to three institutions: Michigan State University, the University of Michigan, and, most recently, Wayne State University. These institutions grant most of the professional degrees in the State and offer almost all of the State's doctoral programs: the University of Michigan in seventy-seven fields, Michigan State in sixty-two, and Wayne State in twenty-eight. The distribution of governmental and privately sponsored research in the State reflects and supports this pattern.

The ten other state-supported four-year colleges and universities, by contrast, have developed as essentially regional institutions with a primary emphasis on undergraduate education, or, as in the case of Ferris State College (Big Rapids) and Michigan Technological University (Houghton), as specialized institutions. Within the past decade, Western Michigan University (Kalamazoo), Central Michigan University (Mount Pleasant), Northern Michigan University (Marquette), and Eastern Michigan University (Ypsilanti) have transformed themselves from relatively small state colleges, with strong historical commitments to teacher preparation, into large multipurpose universities offering a wide variety of preprofessional, occupationally-oriented, and liberal arts courses of study which take cognizance of the special educational needs of their respective geographical regions. More recently, Oakland University (Rochester), Grand Valley State College (Allendale), Saginaw Valley College (University Center), and Lake Superior State College (Sault Ste. Marie) have been added to the Michigan system.

The most rapidly growing tax-supported institutions are, of course, the community colleges, whose origins in Michigan go back to the second decade of the twentieth century. By 1950 there were ten community colleges in Michigan; now there are twenty-nine such institutions offering a variety of vocational-technical, semiprofessional, and college-parallel programs that are making educational opportunity a reality for an ever-increasing number of Michigan citizens, young and old alike.

The growth of Michigan's institutions has been impressive. In the fall of 1970 there were 342,113 students enrolled in the public four-year institutions and in the community colleges, and an additional 51,434 students in the State's private colleges and universities—a combined total nearly triple that of a decade ago. A breakdown of these figures is even more impressive. While the total enrollment in the public four-year institutions (215,466) is twice the total (107,658) of 1960, the total enrollment of community colleges increased almost fivefold from 27,229 to 126,647. More than half of all first-time freshmen are now enrolling in the community colleges, and the percentage most assuredly will continue to rise.

At Michigan State University, growth has also been impressive. The total enrollment in 1960 was 21,157; in the fall of 1970 it was 40,511. The graduate enrollment in 1960 was 3,570; in 1970 it was 8,335. One remembers, with a wry smile, the confident assertion of an earlier University committee in 1959 that "the burden of growth in size no longer is upon us."

Furthermore the student body composition at Michigan State University has changed. In 1960, about 50 percent of the total enrollment was concentrated in the lower division. A decade later, in the fall of 1970, this percentage had decreased to 33.4. In 1960, about 16.9 percent of the total enrollment was graduate; in 1970, the percentage had increased to 20.6.

Growth (in total enrollment) and *change* (in numbers and percentages of students at various levels) have profoundly affected higher education in the State of Michigan, and all institutions must take such realities into account as they plan for the coming decade and beyond. The character of the State's educational institutions is undergoing major transformations. A period of extended and concentrated self-study and self-management most assuredly lies ahead.

B. MICHIGAN STATE UNIVERSITY

Like all established institutions, Michigan State has developed certain identifiable characteristics, roles, and functions, some of which are unique. Taken together, they shape the image which the University projects to its many constituents on campus, in the State and nation, and around the world. They affect its ability to attract and hold students and faculty and to obtain public and private financial support; they enter, directly or indirectly, into virtually every decision made internally by the University and externally by others about the University. These attributes also provide the necessary context and point of departure for any discussion of the future.

Michigan State is justifiably proud of its long history of educational service rooted in the land-grant tradition. From the time of the Morrill Act of 1862, with its emphasis on both liberal and practical education for a growing population, the University has prized its image as an institution vitally concerned with the educational, social, and economic needs of the people of Michigan. Its early emphasis on scientific agriculture and the application of basic research to the economic needs of an agricultural population served to orient the University, from its beginnings, to the needs of all the people, not simply of the young. As the economy of Michigan began to shift from agriculture to industry, the University redirected some of its resources and energies to meet the needs of an increasingly industrial and urban population, and public service took on a new dimension.

Other historic decisions have also served to shape the institution. The decision of the 1940s to counteract the effects of overspecialization at

the undergraduate level with a required program of general education, later modified to provide greater flexibility, exemplifies one of the University's attempts to ensure that its graduates are adequately prepared to face the demands of a world in flux. There are others: the rapid expansion of its graduate programs to meet the increased post-baccalaureate needs of the 1960s and early 1970s; the establishment of the Honors College, the living-learning residential units, and the three residential colleges—all designed to increase the options and improve the quality of undergraduate education; and the comparatively recent emphasis on graduate-professional education. All of these events marked shifts, however slight they may have seemed at the time, in the University's announced role and perceived image.

What most of these institutional changes suggest is that Michigan State University has the willingness to look at itself with a critical, self-examining eye; to reassess its achievements, shortcomings, and priorities through in-depth studies; and to review its obligations in light of changing social, economic, and educational realities. As an academic community Michigan State has come to look to evaluation for direction. The Committee on the Future of the University, the Committee on Undergraduate Education, the Committee to Review International Studies and Programs. The Committee on Graduate Rights and Responsibilities, the committee that drafted the *Academic Freedom Report,* the Committee on Student Participation in Academic Governance, and the Committee on Faculty Rights, Responsibilities and Grievance Procedures all illustrate the commitment of the institution to exhaustive, and exhausting, self-study and a willingness to respond to the demonstrated need for change.

The willingness to experiment, innovate, and change on the basis of sustained self-study is and has been a leading characteristic of Michigan State. The University has taken the initiative in many areas of educational experimentation; this is a matter of fact and pride. It has learned, at the same time, that change for the sake of change is no panacea; that change not built on a foundation of self-study and followed by a well-planned program of evaluation is foolish, wasteful, and sometimes dangerous. The climate of the 1970s—with its potentially explosive social, political, and educational problems—will provide an especially crucial test of the University's capacity for self-criticism and self-renewal.[1]

1. *See* Clifton R. Wharton, Jr., "The Pluralistic University I: The Demand for Universal Higher Education," address to the Detroit Economic Club, March 30, 1970; "The Pluralistic University II: The Concern for Human Values," Commencement Address, University of Michigan, Ann Arbor, May 2, 1970; "The Pluralistic University III: The University's Quest for a Social Role," address to Michigan Academy of Science, Arts and Letters, Kalamazoo, April 23, 1971.

Chapter III:

The Role of Michigan State University in the 1970s and Beyond

The modern university operates under a double imperative: like all human institutions, it is a social organism which must adapt to and change with its environment if it is to remain healthy and viable; as a center for higher learning, however, it must also utilize its knowledge and capacity for leadership to help shape that environment. The role of a university can be defined in highly prescriptive terms, with the intention of preserving a fixed institutional character, or in flexible terms which recognize that the existing character of an institution may well be adjusted from time to time to meet changing needs and priorities. The latter approach, the Commission believes, is more appropriate in a publicly supported institution, especially one nurtured in the land-grant tradition like Michigan State. This is particularly true in light of the fact that this University is, after all, part of a statewide system of higher education. The roles being developed in the community colleges, in the regional universities, and in the other major universities must inevitably affect the role that Michigan State defines and assumes for itself.

The Commission and its subcommittees moved back and forth between discussions of underlying principles and assumptions, and concrete recommendations; between attempts to define the future role of the University, and specific admissions policies; between concern for MSU's broad responsibilities to the State and nation, and the University's emerging responsibility to make available to a wider segment of our society the opportunity for higher education. To characterize the role of Michigan State University as it is in 1971 is a difficult task; to attempt to characterize what its role should be in the decade to come is more difficult still. Universities, we know, have a momentum all their own; they seldom stand still for those who would examine and describe their parts. The Commission did not attempt, at any time, to develop a precise, all-encompassing statement of the future role of Michigan State University. Rather, the outline of the University's future role offered in this chapter developed, for the most part, from the Commission's discussions of the ultimate implications of its various recommendations

on the subject of admissions for the emerging character of the institution.

As Chapter II indicated, Michigan State University enters the new decade with its three major functions—instruction, research, and public service—already well-established. Though many of the individual programs embraced by these categories will change, some markedly, it is likely that the categories themselves will remain largely unaltered. Perhaps, then, the best way to describe the University's role in the 1970s and beyond is to attempt to delineate in broad stroke the several tasks that each function is likely to entail. Obviously, such a statement cannot be definitive, for many unrecognized and unforeseen factors, including the availability of resources, may in the end serve to moderate or undo all that the Commission recommends. Thus it can suggest here only the emphases and priorities which constitute the Commission's view of how resources, responsibilities, and programs must relate to one another if Michigan State is to meet the needs and challenges of an increasingly complex society.

A. INSTRUCTION

1. Undergraduate Instruction

Despite the spectacular increase of graduate and graduate-professional enrollments over the past decade, the teaching of undergraduates is in 1971 and will remain in years to come the University's primary responsibility. Michigan State University must continue to be an institution that provides quality instruction to a large number of undergraduates. Although the sheer size of the modern public university poses a serious threat to the quality of undergraduate teaching, Michigan State must find ways in the 1970s to cope with the potentially negative relationship between size and instructional excellence.

The emergence of the community college as a major component of the Michigan system of higher education will undoubtedly have its effect on the University in the proportion of students enrolled at each class level. If present predictions are correct, junior and senior enrollments will continue to grow more rapidly than those of freshmen and sophomores. This shift in enrollment mix will impose special instructional demands and responsibilities on the University. To mention only two, the University will need to maintain sufficient curricular flexibility to accommodate the junior transfer and to improve

cooperative relationships and communications with those institutions from which transfer students come. Furthermore, the development of the community colleges reduces the need for the University to offer non-degree terminal programs, except for the agricultural short-course programs which, because of tradition and the existence of unique resources, will continue at many land-grant institutions. Clearly, the University should not offer two-year programs in areas where community colleges can and should meet emerging needs.

Undergraduate instruction in the 1970s must also recognize that the character of undergraduate life is shifting and that the attitudes and values of students differ from those of their predecessors of the 1950s and early 1960s. These students are making and will continue to make severe demands upon the University and upon the education it offers. While undergraduate education must continue its traditional functions of preserving and transmitting cultural and intellectual heritage, it must also take squarely into account the need for new programs that cut across traditional fields of study, the impact of media and technology, and the advantages and limitations of a variety of teaching models. In addition, the University needs to know much more than it currently does about the effectiveness of these alternatives. This implies research that goes beyond the usual cost studies, faculty-student ratios, and student-credit hour formulas.

Above all, additional steps must be taken to improve the quality of the instructional process throughout the University. The Committee on Undergraduate Education emphasized in 1967, and Commission members agreed on any number of occasions, that good teaching must be rewarded. The dictum of Plato is true enough: "What is honored in a country will be cultivated there."

The need for good undergraduate teaching on this campus is further implied in the University's commitment to the educationally disadvantaged. Dedicated as it is to the concept of a pluralistic university which fully reflects a diverse and complex society, Michigan State University has an important role to play in helping to widen the access to higher education for increasing numbers of Michigan young people. The Commission unanimously affirms this commitment. Moreover, it takes the occasion of this report to call for a significantly enlarged effort to seek out and recruit promising students from minority groups and disadvantaged backgrounds and to extend to them the opportunities of a university education. Chapters IV, V, and VI include a wide range of proposals for extending the resources of the University to an increasing number of such students.

Nonetheless, this commitment, like all University commitments, must be viewed within the proper context. For fiscal reasons, in part, but primarily for a multiplicity of other reasons related to the magnitude and complexity of its total commitments as a university, a *distinctive* role for Michigan State must be developed and emphasized if the State of Michigan as a whole is to meet the new demand for educational equality without wasting its human and financial resources in needlessly competitive and duplicative efforts. Resources are and will continue to be a paramount concern. In the past, it is plain, there have been inequities in the distribution of resources. As the undergraduate enrollment mix is weighted more heavily in favor of juniors, seniors, and students in need of financial aid and support services, resources will be further strained. Commission members became increasingly aware that institutional change of any kind has important budgetary implications and that, if some of the mistakes of the past are to be avoided, a firm notion of priorities and strict budgetary controls must be demanded of every endeavor.

Furthermore, the Commission agreed that the problem of furthering educational opportunity and trying to eradicate the inadequacies of prior education is not the responsibility of Michigan State University alone. It is one that must be shared statewide by all tax-supported educational institutions, including the public school system. The Commission believes that the community colleges, by the very nature of their stated roles and objectives and their strong community ties, have a particularly crucial role to play in this area.

The Commission foresees that one of the University's major contributions to widening the access to higher education may well be a cooperative one in which it marshals its capabilities and resources towards the development of new and innovative models for learning and support services for the educationally disadvantaged. These models should prove useful to its own instructional units and to other educational institutions as well. The logic is plain enough: it is unwise for all institutions of higher learning to play the same comprehensive role in respect to the educationally disadvantaged.

2. Graduate Instruction

As Chapter II indicated, Michigan State University has become one of the three universities in the State producing the most graduate degrees. Yet, interestingly enough, this change in institutional character has not been fully recognized by the Legislature or, it seems, by the

University's faculty, alumni, and friends. Thus far, in fact, neither the external support of the University nor the internal budgeting of the University has been adequately adjusted to this change.

Recent events have, to be sure, modified the short-term outlook for graduate education. During the 1960s, when it appeared that the demand for Ph.D.'s could never be met, virtually all publicly supported four-year institutions either looked forward to the development of graduate programs or confidently expanded their existing programs. The period of rapid expansion is now over; the scarcity of resources, the expensiveness of graduate education, and the mounting evidence of overproduction in some doctoral programs, suggest that future graduate study in Michigan, as in other states, should be limited by necessity to a few institutions.

Michigan State University should be one of these institutions. The Commission strongly believes, however, that the further development of graduate programs should be limited to selected areas and that present programs should be carefully scrutinized in order that internal support can be allocated in the wisest possible manner. Chapter IV establishes the mechanism for such review. The Commission also believes that increased emphasis must be placed on the quality of instruction at the graduate level.

It is also important that Michigan State University make a major effort not only to attract promising students from minority groups and disadvantaged backgrounds to its graduate programs but to produce the teacher-scholars upon whose talents and expertise the ultimate solution of the problem of inadequate education will so heavily depend.

3. Graduate-Professional Instruction

The Commission assumes that Michigan State University will remain one of the three major graduate-professional universities of the State; but here again financial support for the University has not yet risen in proportion to those responsibilities already assumed. Moreover, there are continued pressures for still additional programs in law, optometry, pharmacy, dentistry, nursing, and library science. Greatly expanded financial support is an absolute necessity if existing programs are to remain viable and new programs are to be added. The Commission urges that no new graduate-professional programs be accepted—whatever the demonstrable social need—*until* institutional support for the *entire* University is adjusted to meet current fiscal realities and *until* the University has been assured that the necessary resources will be made available for the new programs.

4. Life-Long Education

The phenomenal growth of the fund of general and specialized information, the evolution of science and technology, and the changing pattern of society and its institutions demand that diverse and rich educational opportunities be made available on a continuing basis. In the past, higher education has placed most of its emphasis on education completed in residence and within a specific period of time. The assumption that education is to be measured solely by acquiring so many credits within a fixed four-year period is, however, slowly changing. Education is increasingly coming to be viewed as a life-long process that may vary in intensity and direction from time to time, and that may or may not be punctuated by the attainment of a degree or other certificate of achievement. In the future, many will choose to pursue their education intermittently, with changed or changing purposes.

The Commission believes that Michigan State University must take immediate steps to strengthen its contributions to life-long learning. Though the initial steps recommended in Chapter IV may seem small, it is nonetheless important that the University, as it looks to the decade ahead, commit itself to immediate exploration and explication of its role in life-long education. The University's instructional resources must not be directed, as they largely have been in the past, almost exclusively to the young; they are needed, and will be needed increasingly, by citizens of all ages whose minds and vocations demand renewal through exposure to the educational process.

In summary, the future instructional role of Michigan State University will encompass the continuation of programs at the undergraduate level, including some that are unique to this institution, and a gradual increase in its commitment to graduate, graduate-professional, and life-long education. Even if the University refuses to inaugurate new programs until resources are available, as the Commission strongly urges, some growing emphasis on the role of graduate and graduate-professional education seems inevitable. Nonetheless, the Commission insists on a proper recognition of the important role that undergraduate education plays at Michigan State University. It is equally concerned that the quality of undergraduate education be maintained and improved and that access at this level be widened.

If these are the emerging instructional emphases of the University for the 1970s, then it must interpret its responsibility to the educationally and economically disadvantaged in a manner consistent with this role. The failure to educate students of low-income families, whatever their race or ethnic origin, is, we repeat, not to be tolerated. These students must be sought out and encouraged to continue their education. The needed support (financial, personal, and academic) should be provided. Each institution must interpret its responsibilities towards the disadvantaged in accordance with the totality of its educational roles and resources. Moreover, the public must realize that if institutions of higher education are to assume this new educational responsibility in addition to those which the public has come to expect, adequate funds must be forthcoming.

B. CREATING NEW KNOWLEDGE: RESEARCH

Research, deriving from the acknowledgement of the tentativeness of all human inquiry, is the second major function of the University. Before World War II organized research on this campus was identified almost exclusively with the Agricultural Experiment Station; since then, under the aegis of extensive federal and private grants and contracts, the scope of research has widened dramatically to embrace virtually every endeavor of the University. It is closely tied to the success of graduate and graduate-professional programs and is inextricably linked with both the instructional and public service functions.

The contribution of universities in the past decades, especially in the areas of agricultural, medical, behavioral, and technological research, is indeed impressive. There is little doubt that universities and the well-being of the state, nation, and world are now closely bound together. The critical question today is not whether public universities should continue to serve society through research, but, rather, what kinds of research they should pursue most aggressively. Part of the answer lies in the moral imperative implicit in the covenant that public universities make with the public that supports them, namely, that the expertise and knowledge concentrated in a public university shall be applied to public problems. However, another part of the answer surely lies in the fact that a great deal of important research (generally referred to as basic research) does not fall into the category of immediate problem solving but seeks to learn the nature of things and the relationship of phenomena. Long periods may elapse between discovery and ap-

plication, if, indeed, application ever comes. This kind of research is vital and must not be neglected.

Though the term "creation of new knowledge" often seems synonymous only with scientific research, it also includes artistic creation and scholarly activity in the humanities and fine arts. The production of new knowledge, in short, is a university-wide activity embracing a broad spectrum of scholarly endeavors and creative activities, ranging from research in solid state physics to the creation of a musical composition, painting, or poem. On the continuance and quality of such creative activities depend, in no small measure, the well-being of society and the quality of human life.

There are limitations, to be sure. Research should not be sought or nurtured for its own sake; it should influence and invigorate the teaching and public service functions; it should be rigorously evaluated. Research, like teaching, is done by individuals who must make value judgments about what kind of research they should pursue. This is as it should be, provided there are effective mechanisms for justification and accountability.

In addition, it must be remembered that universities do not have a monopoly on conducting research. Universities must leave to others anything that would compromise the integrity and the identity of the university as a center of free and open inquiry. This is not to imply that the interests of society and the interests of universities are mutually exclusive. It is to say that research—especially research supported by federal grants and contracts—must be carefully scrutinized to make sure that the university remains free from influences which might jeopardize its hard-won autonomy and academic freedom.

The Commission finds it difficult to anticipate what may happen to research in the future. Some support of research through federal grants and contracts seems certain, although there is a strong possibility that the federal government will channel more of its support into student aid or into general institutional grants. It also seems probable that private foundations will continue to contribute to the support of university scholarly activities. In any case, it seems likely that a large proportion of research on university campuses will continue to be done either by faculty members who, out of devotion to their particular interests, invest freely of their own time, or by those who, by virtue of their involvement in graduate work, engage in the scholarly and research activities that are essential to the guidance of advanced graduate students.

Today, universities are being asked to turn the focus of their research efforts towards the solution of major national problems associated with

ecology, urban decay, health, racial equality, and the like. The temptation to comply is great; the justification seems obvious. Yet the funds which would support the expansion of such activities have not been forthcoming. The developmental history of the land-grant institution is, in this connection, instructive. Only when the on-campus instructional programs and the research programs of the experiment station were provided with sufficient support to permit them to improve their programs and disseminate their findings did real breakthroughs begin to take place toward the solution of the problems of agricultural production. This experience suggests that universities can successfully turn their attention to major economic and social problems; it also indicates that their ability to do so is directly related to the availability of additional financial resources. The Commission believes that the University should exercise great caution in embracing new and expensive research programs until sufficient financial support is provided to sustain such programs on a continuing basis. Further, if it is to respond effectively to social problems it will have to devise new patterns of internal university organization and new cooperative patterns among regional and state institutions.

In the past, much of the research emphasis has been directed, quite properly, to the advancement of knowledge in the traditional disciplines. While believing that this line of inquiry should continue, the Commission is also convinced that increasing attention must be given to the search for new patterns for organizing, verifying, interpreting, and applying knowledge. This will mean a new emphasis on interdisciplinary and multidisciplinary study and research. Models like that of the Center for Environmental Quality, with its problem-centered systems approach, deserve much more attention than they have hitherto received. It must be recognized, however, that innovation in research also poses for the University the task of maintaining the research competencies of its faculty, a task increasingly difficult during a period when outside support is limited. More attention will have to be given in the future to providing faculty with the time and resources that will allow them to keep abreast of the research methodologies and discoveries in their fields and to sustain their own research activities. Finally, if new knowledge is to be intelligently applied to the problems of the day, increasingly sophisticated dissemination and retrieval systems will be necessary to facilitate the sharing and pooling of this knowledge.

The Commission firmly believes that the University must squarely face the charge of its critics who argue, sometimes with justification, that an overemphasis on research leads to the neglect of teaching and the neglect of students, and the further charge—also at times valid—

that much research has little intrinsic value. In addition, these same critics insist that there has been far too much emphasis upon publication of research findings, regardless of their significance, as the primary basis for reward. While recognizing that such criticisms may well have validity, the Commission nonetheless reaffirms its belief in the fundamental complementarity of teaching and scholarly activity, including research, and the need for that flexibility which allows conscientious faculty members to pursue, within the context of their professional duties, whatever appears to be their intellectual bent.

The University must continue to recognize that certain kinds of research, regardless of the availability of support, have no place on a university campus, and that research conducted in a university must never be cloaked with secrecy.[1] The Commission also believes that the University has an obligation to support research from its own funds, particularly in the arts and humanities, where outside funds are virtually nonexistent. Research, then, will and must continue into the 1970s and beyond; the Commission asks only that it be carried on in a manner absolutely consistent with the other major announced functions and priorities of the University.

C. PUBLIC SERVICE

Despite the fact that a state university, by its very nature, exists to serve society, the question of how a state university, or any university for that matter, relates to its environment is a crucial one. Historically, great universities have never totally isolated themselves from their societies; those that have tried to do so have lost their vitality. Knowledge does beget responsibility, and to pretend that the modern university should reject the demands of society at large is both wrong and self-defeating. There are limits, however, beyond which the university cannot go if it is to remain free to make its own choices and chart its own destiny.

To be sure, universities render their greatest service to the public by educating individuals who move back into society equipped with knowledge, understanding, and highly developed skills. They also render important service to others whose educations are in need of upgrading or renewal to meet the rapid changes of our industrial

1. For official University policy on sponsored research, see the statement approved by the Graduate Council and the Board of Trustees, as published in the *Policy Handbook for MSU Faculty 1970,* pp. 22-23.

society. For the most part, at Michigan State University the latter functions have been channeled through the Cooperative Extension Service and the Continuing Education Service. Yet one should not overlook the very real contributions made by individuals acting as consultants, researchers, scholars, and concerned citizens. The University should continue to encourage such activities.

Today, universities are being asked to devote more and more of their energies and resources to tasks which fall within the rubric of public service or public problem solving. The supposition (which universities themselves have sometimes fostered) seems to be that given the will and opportunity, universities can solve most of the major problems of modern society. Universities, as presently constituted, are largely unprepared to undertake such missions; moreover, they have not been funded to do so. Universities, rather, serve society best as institutions engaged in the creation of new knowledge which can be transmitted to those to whom society has delegated (or will delegate) the responsibility for direct social action. Universities do engage in direct social action on a limited scale; but experience has shown that such programs are most effective when they are closely tied to their instructional role, or when they serve as models or prototypes being tested for adaptation to a larger scale. The university does not attempt to clean up rivers but trains people to prevent and cure the pollution of our waterways; it does not counsel the poor but trains people to do that counseling; it does not design urban renewal projects but prepares its graduates to help refurbish our cities; it does not open recreation centers in areas of high delinquency but educates personnel who have the sensitivity and ability to work through recreation centers to reduce delinquency.

The Commission thus believes that Michigan State University must focus its efforts towards public problem solving by concentrating upon the educational process itself. Its immediate obligations are to design experimental programs that may equip its graduates to contribute to the solution of society's problems and to stand ready to undertake the most promising of these if and when support becomes available. But even when that needed support is available, it must also ask itself whether some other institution or public or private agency might not, in fact, do the job better. Public problem solving too, in short, must be viewed in relation to other University functions, and in relation to the responsibilities and capabilities of other institutions. A university best serves society by producing educated citizens and capable leaders for the future, and by developing alternatives. No university, whatever its size or resources, must allow itself to be hypnotized merely by the problems

of the day. If it does, society will be deprived of the knowledge and competence to solve tomorrow's problems.

To summarize, then, a reasonable projection of MSU's role for the 1970s and beyond suggests that it will continue a strong undergraduate program with an increasing emphasis at the upper division. A larger proportion of its resources will be utilized in graduate and graduate-professional education, and a significantly larger base of support will need to be found to provide the necessary financial resources. Coincidental with this emphasis on graduate and graduate-professional education will be a continuation and enlargement of research activities as essential means of keeping such programs abreast of new developments and of contributing to the quality of instruction. A significant increase will also doubtless occur in applied research and public service, conceived of in new and broader ways. Public problem solving, like research, is contingent upon finding the necessary resources. Above all, if the University is to meet its challenges effectively, its goals and priorities must be articulated and understood; its resources must be managed. Some programs which either are no longer essential or needlessly duplicate those elsewhere in the State will have to be eliminated so that these resources may be redistributed. This is a crucial point; indeed, if Michigan State University is truly to exercise educational leadership, it must demonstrate the capability to terminate programs that are no longer relevant. Leadership in the years ahead will depend on the ability to say "no" or "no longer" rather than simply "yes" and on the willingness to turn over to others responsibility for programs that they are best equipped to handle, so that energies and attention can be redirected.

Predicting the future is a precarious job at best. The Commission offers the foregoing analysis as an agenda for the future, which it recognizes will have to be flexible enough to adapt to shifting realities. It represents a tentative outline of the assumptions upon which the Commission has predicated its recommendations for an admissions policy that will be equal to and in harmony with the University of the 1970s.

Chapter IV:

Size and Student Body Composition

This chapter and those that follow contain the recommendations of the Commission. They are presented here within the contextual framework in which they were discussed, debated, amended, and finally adopted by the Commission during its working sessions.

A. SIZE

As a consequence of its rapid growth during the 1960s, Michigan State University has come to be very much aware of both the advantages and disadvantages of large size. Growth has strengthened academic programs by making possible a more diversified staff and better teaching and research facilities. It has made possible a larger number of student services and a richer cultural environment. It has afforded increased flexibility in curricula and programs. It has forced changes in teaching models. But growth has not come without exacting a price. Increased size without a corresponding increase in faculty has seriously eroded student-teacher ratios, has led to a feeling of anonymity among some students, has significantly reduced the vitally important contact between faculty and students, and has created problems of communication. Still, on balance, most would agree that the benefits conferred by increased institutional size, as such, outweigh the losses. In fact, one may speculate with the 1967 *Report of the Committee on Undergraduate Education* that the damaging characteristics noted above "are not so much the fruit of the University's size as they are of its fantastic growth rate," and, many would add, of inadequate expansion of faculty and staff.

Such rapid enrollment growth now seems to be over, thanks to the expansion of other public institutions of higher learning. Though it has gone largely unnoticed, the total student body at Michigan State has remained relatively stable for the past three years. Enrollment-caused difficulties nonetheless remain, though they now result not from the pressure of additional new students but from enrollment shifts within the University itself, which affect, sometimes dramatically, the size and

composition of individual departments and colleges. The Commission took note of four such shifts:

(1) the shift to a larger proportion of graduate students and to a larger proportion of doctoral students among graduate students;
(2) the shift to a larger proportion of juniors and seniors among undergraduate students;
(3) the shift of student majors, for example, from the natural sciences to the social sciences; and
(4) the shift in socioeconomic backgrounds of students and hence a shift in motivations, interests, expectations of a university education, and rate of progress through degree programs.

Such shifts, of course, place a far greater stress on financial, physical, and human resources than does gradual overall expansion. Moreover, these stresses come, unfortunately, during a period when the prospect for increased financial support for public higher education is not encouraging. As a result, the always difficult question of how to *allocate* new resources becomes the far more difficult one of how to *reallocate* existing funds. It is difficult, if not impossible, for example, to shift faculty from one discipline to another to accommodate shifts in student interest; and it is difficult to recapture financial resources already committed to an existing program in order to fund a new program, regardless of its merits. Further, upper-division students—not to mention graduate students—cost more to educate than freshmen and sophomores.

The Commission studied a great deal of data on enrollment trends in this State and elsewhere, examined in detail the implications of the already perceptible shifts in enrollment patterns within the University, and then considered the question of enrollments within the larger context of Michigan State's role in the entire Michigan system of higher education. As a result of the significant developments over the past decade in other institutions of higher education across the State, it seems clear to the Commission that Michigan State University can become more selective in the programs and courses of study it offers. It can now begin to turn its attention to those programs which best fulfill and reinforce the role which the University has charted for itself.

The Commission considered what the size of the undergraduate student body should be, assuming that the total size of the University would not increase appreciably in the immediate future, and concluded

that there are many important reasons why a major state university like Michigan State should maintain a strong undergraduate program. A sizable undergraduate program provides economies of scale, making feasible more extensive libraries, research facilities, and staff to improve the quality of the academic climate. There is ample evidence, too, that undergraduates benefit from the general academic atmosphere associated with a graduate institution. Graduate students also benefit from a sizable undergraduate program. Many gain invaluable experience—not to mention income—from participating as teaching assistants in the instructional activities of departments involved in undergraduate education. The availability of existing programs, academic facilities, qualified faculty, and dormitory space all mutually support the view that the role of undergraduate education on this campus should not be diminished.

The Commission therefore recommends that:

1. **MSU should maintain an undergraduate student body at least as large as the present one.**

2. **Although no fixed ceilings should be set for total University enrollment, the size of academic units within the University should be determined by—**

   (a) the availability of educational opportunities elsewhere in the State,
   (b) the availability of resources and facilities on the campus,
   (c) societal needs and employment opportunities,
   (d) student interest in specific programs, and
   (e) the conscious allocation of resources on the basis of predetermined priorities.

B. STUDENT BODY COMPOSITION

A number of basic considerations must be taken into account in formulating decisions about student body composition. In the *first* place, there is the role assigned to and assumed by the institution. Michigan State University's role as a publicly supported university in a state system of higher education has already been discussed in Chapter III. A *second* consideration is the manner in which an institution balances in its course and program offerings the competing claims of efficiency and equity. This conflict cannot be ignored. Efficiency, on the one hand, suggests the need for controlled access to the university and its programs, maximum performance by students and faculty alike, and strict financial accountability. Equity, on the other hand, argues just as strongly for open access, adjustments of programs and

requirements in the name of individual need, and the allocation of resources to meet those needs as they appear. The question is whether any institution can satisfactorily resolve the conflicts of equity and efficiency or whether these conflicts must be solved in the larger arena of a state system of higher education and, in the final analysis, be thrust back upon the legislature and society which provide the resources for the operation of their several institutions. The compromise an institution finally decides to make will necessarily influence the mix of students it decides to admit.

The *third* consideration, financial resources, follows close upon the second. Financial resources of necessity have a major (perhaps *the* major) role to play in any admissions policy. To accept more students than the State provides appropriations for is to accept the consequences of increased class size, increased faculty load, and the overexpansion of programs. Similarly, to accept a larger number of students who need the more expensive types of education—namely graduate and graduate-professional students, students in some of the more expensive undergraduate areas, students who need extensive support services, and students with serious financial needs—to accept more of these students while keeping overall total enrollments fairly stable is to accept the necessity for making some critical decisions as to where, in fact, the University's priorities lie. At a time of stable enrollments and stringent budgets, any *addition* to costs in one area requires a simultaneous *reduction* of funds in another.

1. Graduate Students

The Commission recognizes and supports the role of the University as one of the three major graduate institutions in the State of Michigan and furthermore assumes that the proportion of graduate students will continue to increase gradually. Despite the recent employment crisis for persons with advanced degrees and, consequently, a somewhat lessened interest in graduate study, there appears to be little doubt that a highly developed technological society cannot sustain itself without individuals educated in graduate and graduate-professional programs. Nor can it progress indefinitely without the knowledge generated by the research of faculty and graduate students. Furthermore, as the nation comes to face the problems caused by overpopulation, urban decay, pollution, misuse of natural resources, and social inequities, graduate schools will be expected to train specialists with new combinations of knowledge and problem-solving techniques.

The difficulty in finding the resources to support and expand graduate programs during a period of severe financial strain is evident. Accordingly, the Commission strongly supports attempts at economies through the elimination of unnecessary duplication in programs among institutions (see Chapter V) and through the better management of admissions within its own institution.

The Commission believes that some expansion of graduate work is both necessary and inevitable, but recommends that:

3. Michigan State University should emphasize quality in its graduate programs and should control their expansion, giving priority to those areas where there are important societal needs or where the University possesses unquestioned strength. New programs and any expansion in the size of the total graduate program must be consistent with the needs and priorities of the departments involved and also with those of the University as a whole.

Because of the nature of graduate study, the authority (and the accountability) for the admission of graduate students must rest with the individual academic departments. At the same time, there is a pressing need for the Graduate Office to develop better guidelines so that departments may discharge this responsibility more effectively.

The decentralized nature of the School for Advanced Graduate Studies and other factors make it extremely difficult to study and review the graduate programs at Michigan State on an all-university, institutional basis. Accordingly, the Commission recommends that:

4. At an early date the President should appoint a Committee on Graduate Education to make a comprehensive and thorough review of graduate education at Michigan State University. Its findings should be embodied in a published report available to the University community at large. While the Commission would not place any limitation on the scope of such a study (and indeed would hope that it would encompass every aspect of graduate life), it believes that particular attention should be paid to—

(a) the range, extent, and cost of individual graduate programs;
(b) the present and future societal need for people with particular graduate degrees;
(c) the curricular content of degree programs;
(d) the level of financial support for graduate and research assistants and their use in departmental research and teaching programs;
(e) the role of postdoctoral fellows and associates at Michigan State University, the sources and levels of their support, and their contribution to University programs;

(f) the possible need for new degree programs, such as the Doctor of Arts and the Master of Philosophy degrees, to prepare teachers for two- and four-year institutions;
(g) departmental student-recruitment procedures, particularly as they are used to bring an increasing number of minority group and women graduate students to the University;
(h) the retention rates and levels of performance of graduate students;
(i) the enrollment mix of graduate students—by sex, race, and national origin;
(j) variations in graduate admissions criteria; and
(k) the role of foreign graduate students.

While reaffirming its belief in the value of departmental autonomy in most matters affecting graduate education, the Commission specifically recommends that:

5. **This committee should give serious attention to the structure and operations of the School for Advanced Graduate Studies to determine whether or not the current degree of administrative decentralization best serves the institutional goals of Michigan State University.**

The quality of the graduate program and of the faculty depends to a large degree on the possibilities for research which the institution offers. Research activities should be carried out with an awareness that such activities are ideally related to the teaching function of the University. The Commission therefore recommends that:

6. **Michigan State University should maintain a strong commitment to research, particularly in those areas in which interest, competency, and research capabilities already exist.**
7. **A long-range assessment of human and social needs should be an influence in allocating resources to encourage research and development, recognizing, however, that fundamental research without immediate apparent utility often proves important in the eventual solution of human problems.**

Financial commitment from the University General Fund is essential, but every deliberate effort should be made to obtain additional funds from other sources. In addition, the Commission recommends that:

8. **The Vice President for Research Development should increase the effort to obtain outside funds, including unrestricted funds, for research.**

2. Undergraduate Students

While the primary responsibility for graduate students belongs, quite properly, to the departments in which they are seeking their degrees, the responsibility for undergraduates is spread throughout the University among admissions counselors, orientation staff, colleges, departments, academic advisers, and a number of administrative offices. A student who completes a degree at Michigan State may be enrolled in a number of different colleges and departments; be governed by University, college, and departmental regulations; be counseled by many professors and academic advisers; and be the recipient of the wide range of services and facilities which the University provides. In addition, this same student will have the opportunity to choose from among many majors. Often his final choice will be in an area of which he was unaware when he first enrolled as a freshman. The Commission believes that such flexibility should be protected by a continuation of the no-preference option and by freedom to change majors *in spite of the administrative complexities and the cost to the University.*

Given the desire to protect (and extend) student options, it becomes clear at once that the number of undergraduates in a given field cannot be managed as easily as can be the number of graduate students. Admission decisions are and must be made instead on the assumption that each student admitted will ultimately find a major, from the 100 or so choices before him, which fits his needs and interests and in which he can succeed. The Commission therefore rejected the idea that rigid quotas in given majors should be applied in the selection of prospective undergraduates. It also rejected the idea that students be forced to declare a field of major study during their freshman year.

In the past it has been necessary to restrict the number of students in certain majors, for example art, landscape architecture, and nursing, because of limited facilities. More recently, as the result of financial constraints, the University has been forced to restrict temporarily the size of still other majors. The Commission is deeply concerned by such an institutional trend, and, accordingly, makes the following recommendation:

9. The University should continue to allow considerable freedom in the choice of a major. If, because of constraints of various sorts, it becomes necessary to put temporary limits on the number of majors in certain areas, information to this effect should be given to applicants for admission. Students already enrolled should be adequately counseled about employment opportunities for majors in such areas, but should not be denied the opportunity to finish their majors.

a. Enrollment Mix

There would seem to be little doubt that the community colleges should and will accept the responsibility for educating an increasing number of freshmen and sophomores. As a result, Michigan State University need not anticipate any great increase in enrollments at the lower-division level, but, instead, a gradual increase in the number of juniors and seniors. (Juniors and seniors, it should be noted, constituted 37.1 percent of the undergraduate student body in 1960; by the fall of 1970 that percentage had risen to 51 percent.) This shift in enrollment mix has important implications for the allocation of resources, course offerings, degree programs, and facilities and equipment.

An increase in the cost of instruction is likely to accompany such an enrollment shift. Additional transfer students may also increase cost because programs and scheduling of courses may have to be adjusted so that such students can complete their majors in two years. Some economies, however, are possible through increased efficiency (for example, through reducing the number of very small classes at the 300 and 400 level and maximizing the use of expensive facilities), particularly in those areas not now serving very many students. In view of the anticipated shift of the enrollment mix in the direction of a larger percentage of juniors and seniors, the Commission recommends that:

10. **The University should prepare to serve more juniors and seniors than freshmen and sophomores by making the necessary shifts in budget allocations, adjusting course offerings, and reviewing faculty resources, facilities, and equipment with these trends in enrollment mix in mind.**

11. **The University should examine its degree programs to make certain that qualified transfers can be accommodated without undue prolongation of their undergraduate programs.**

12. **The University should keep in continuing communication with community colleges not only through admissions personnel but through departments and colleges. Full information about course offerings and course content requirements of majors, and expectations with respect to commitment and performance levels, should be exchanged.**

b. Access to Upper (Undergraduate) Division

The Commission is committed to the principle that the University has an implied contract with its lower-division students which guarantees them access to upper-division status if they meet the prescribed criteria.

While these criteria may vary to some extent from major to major, satisfactory performance at the lower-division level and completion of university-wide requirements ought to guarantee to a student the opportunity to enter *some* upper-division program.

The Commission accordingly makes the following recommendations concerning the admission of MSU students to upper-division programs:

13. **MSU sophomores who complete satisfactorily lower-division requirements should be guaranteed admission to some upper-division program at MSU.**

14. **MSU should develop, through systematic data collection, the best criteria possible for predicting academic success in given fields.**

The increasing number of junior transfers complicates the problem. In fairness, those who choose to attend a community college, satisfactorily finish an appropriate program, and then wish to transfer to a four-year institution to complete their education should also be assured a place in one of the state universities or colleges. A single institution cannot make such a guarantee, but the Commission considers this a goal which might well be achieved by some cooperative arrangement among educational institutions. The Commission accepts the general principle that a student who attends a community college and completes an academic program which qualifies him for admission to the upper division of a four-year institution should have the same chance for admission to that upper division as a student who spends his first two years of college at the senior institution, *provided he has the same academic qualifications*. Failure to honor this principle, the Commission believes, would be contrary to the most basic assumptions about the role and purpose of the community college, and would create among students the unwarranted impression that enrolling in a community college first might jeopardize their chances of transferring to a senior institution. The Commission recommends that:

15. **Michigan State University, in cooperation with other public four-year institutions in the State, should take immediate steps to assure that transfer students who apply for admission to an upper-division program of study are given the same opportunity for admission as students whose first two years of college work were completed at a senior institution.[1] In addition, it should consider experimenting with contingent admission to upper-division programs for promising high school seniors who wish to attend a community college.**

1. *See also* Chapter VI, Recommendations 75 and 76.

This principle of equal access to upper-division status in a recognized degree program requires, above all, that course prerequisites and the criteria for probable success be carefully developed and uniformly applied to all students, regardless of where they spend the first two years of their college education. Judgments will need to be made about the comparability of courses and of the levels of achievement they represent. The systematic collection of data on the educational achievement of transfer students from given institutions should, in time, improve the basis for such judgments and thus serve the best interests of prospective transfer students.

c. Access to Lower (Undergraduate) Division

A number of important questions arose during Commission sessions about whether or not the University should attempt to determine *in advance* the mix within the lower division. Since students from a wide range of socioeconomic backgrounds aspire to higher education, the Commission is convinced that public institutions of higher learning must prepare to serve an increasingly diverse student body. To move in this direction will require new commitments from the University for financial aid and academic support services because many of those now aspiring to higher education are either economically or educationally disadvantaged, or both.

The Commission discussed at length whether or not the University was using a sufficiently broad base for predicting academic success, and concluded that there should be further experimentation in the use of additional criteria, for example, demonstrated artistic talent and creativity, apparent motivation and desire to excel, past work habits, evidence of social responsibility, and the capacity for leadership. The Commission recognizes that these criteria *alone* will not assure success in academic work, but it does believe that such characteristics may well indicate a potential for academic success. It will be necessary, of course, to ensure that there be a continuous review of the actual academic performance of students admitted on the basis of such criteria. The Subcommittee on Admission Standards and Procedures studied this matter at some length. Its recommendations, as adopted by the Commission, are included in Chapter VI.

The Commission further recognizes the value to the admissions staff of recommendations from high school counselors, teachers, and principals. Such persons should be encouraged to identify students with latent academic ability and with special talents, and should be en-

couraged to call the attention of Admissions Office counselors to them. Good working relationships with the high schools and with the communities from which students come are invaluable and need to be maintained, and since judgments made by both high school counselors and the University admissions staff are so important to the prospective student and to the University, every effort should be made to keep the high schools informed of the academic progress of their former students.

Michigan State's image and reputation with the high schools depend not only on the quality and integrity of the University admissions staff but on a well-defined and clearly articulated policy of admissions. Changes in admissions policy that are not fully explained or communicated are bound to confuse the many publics which the University serves and to weaken the credibility and integrity of the Admissions Office and the University itself. Specific recommendations to improve the University's cooperative relationships with the high schools are to be found in Chapter VI.

In order to face the challenge of widening access to the University, the Commission supports the idea of using two categories for admitting students: (1) a regular admissions category for those who qualify for admissions according to the usual criteria of ability as measured by achievement tests and records of high school performance, and (2) a special admissions category for those who are admitted primarily on evidence of academic potential rather than on the basis of previously demonstrated performance: It is anticipated that most of each freshman class will continue to be admitted under the regular admissions program and that those admitted in the category of "special admits" will be regarded as an experimental group whose performance will be studied to provide the University with guidelines for expansion and improvement of regular admissions criteria. The procedures for the admission of students under each category are enumerated in Chapter VI. The concern of the Commission as it discussed student mix was that the policies and procedures which determine the admission of students under both categories should be firmly established so that the public may be candidly and accurately apprised of what the policies are.

Students likely to be accorded special admissions status are not necessarily minority students, nor are they necessarily urban, nor are they necessarily poor; but they are educationally disadvantaged. The

Commission, early in its deliberations, adopted the following definition for students in this group:[2]

> **Educationally disadvantaged**: those individuals who have academic potential, but who, because of their economic, cultural, or educational background or environment, would be unable to realize that potential without special support services.

Such disadvantaged students usually have attended schools in poor communities where educational expenditures per student are lower than in middle- and upper-class communities. In addition, they may have emerged from a home or peer group environment not generally conducive to effective school performance. Consequently, these students often fail to meet the minimum admissions standards. Many may never apply for admission unless they are identified by high school counselors or principals.

The Commission is fully committed to a special admissions category for the educationally disadvantaged and recommends that:

16. **Michigan State University should attempt to increase the number of educationally disadvantaged students it admits and should collect as much information as possible on the needs and performance of these students so that the admissions criteria may be continuously improved.**

17. **The admission of educationally disadvantaged students should be contingent upon the University's ability to provide support services described in recommendations which follow in Chapter V.**

18. **The University should construct an admissions policy for the special admits within an experimental framework that includes provision for very careful evaluation.**

2. In addition, the Commission established the following definitions for the "economically disadvantaged" and for "minority students." These definitions must be borne in mind in reading the pages that follow.

> **Economically disadvantaged:** those individuals who possess acceptable academic credentials but who, because of financial disability, are inadequately represented in institutions of higher education.

> **Minority students:** those individuals who possess acceptable academic credentials but who, because of prejudice and discrimination on account of their race, color, or national origin, have been inadequately represented in institutions of higher education.

3. Special Groups

a. Groups Previously Excluded or Underrepresented

Until quite recently, certain groups have been largely underrepresented at institutions of higher education. Very potent forces have operated informally but effectively to exclude some of them from the universities. While the only formal criteria for exclusion have been insufficient academic achievement and aptitude, other factors have operated to keep students from applying. One was insufficient family income; another was the unwillingness of families to invest in education for their children, especially their daughters; another was the stereotyped roles some people have been cast in, which, it was argued, did not require education. Still another was the economic and educational deprivation encountered in early life which left students without motivation, a sense of worth, or adequate skills and educational background for higher education, if indeed they ever finished high school. In the past decade universities have attempted to remove these barriers.

A determined commitment to the principle of equity requires that what society has done to block development of the full potential of these groups, society must also labor to undo. To honor this commitment, there will have to be changes (1) in public attitudes about who should have access to higher education, (2) in the extent to which the cost of college attendance is financed by the public rather than by the individual, and (3) in the extent to which public money is applied at the college or university level to repair the damage already inflicted on students by stultifying environments and by prior education of an unmistakably low quality.

The Admissions Commission is concerned that the denial of opportunity to such groups no longer be tolerated. Michigan State University's record in this area, particularly in regard to the recruitment and admission of minority students, should be noted. In the fall of 1967, for example, there were approximately 690 black students enrolled at the University; by the fall of 1971 the number will be well over 2,000.[3] Despite this sharp increase, there is ample room for improvement. The Commission therefore discussed at length the problems peculiar to each

3. Black students constitute only one of several traditionally underrepresented groups. Data collected for the purpose of preparing the compliance report required by the 1964 Civil Rights Act show that in the fall of 1970 Michigan State University enrolled 1,954 American blacks and 10 American Indians. Estimates for Mexican-American students range from 50 to 70. Michigan State's total minority enrollment places the University among the top predominantly white universities in the United States.

group and developed the recommendations which follow in this chapter.

1. Economically Disadvantaged Students. It is important that this group be considered separately from the educationally disadvantaged. Though the two groups may overlap to a considerable degree, their problems are separable. Economically disadvantaged students, as noted earlier, were defined as follows:

> **Economically disadvantaged**: those individuals who possess acceptable academic credentials but who, because of financial disability, are inadequately represented in institutions of higher education.

The Commission became acutely aware of the high cost of financial aid necessary for this group.[4] While federal and private funds for this purpose have increased appreciably, they are restricted largely to the very needy. A large part of the total cost for aid to the economically disadvantaged must be budgeted from the State appropriations for the operation of the University.

The Commission recommends that:

19. Over the next five to ten years the University should recruit and admit economically disadvantaged students into the freshman class in sufficient numbers to achieve a more heterogeneous student body and to provide wider access to education, but the number of economically disadvantaged students to be admitted should be dependent upon the resources available to the University for their adequate support.

20. Considering the role of Michigan State University in the system of higher education of the State of Michigan, the University should emphasize the recruitment and admission of economically disadvantaged students at the junior and graduate level.

2. Educationally Disadvantaged Students. The educationally disadvantaged, discussed above in relation to student mix at the freshman-sophomore level, must, of course, be included with those groups previously underrepresented at the university level. In making Recommendations 16 to 18 the Commission fully recognized the new responsibilities and obligations that the University automatically assumes in admitting educationally disadvantaged students, particularly in terms of the comprehensive and costly academic support services which will be required. The scope and nature of these support services are fully discussed in Chapter V.

4. *See* Appendix II.

From the outset of its deliberations, the Commission was also aware that the challenge of educating the educationally disadvantaged was not, nor could it be, the responsibility of Michigan State University alone. It is a challenge which must be met on a statewide basis by all publicly supported institutions of higher learning, and especially by the community colleges. In recognition of this fact, the Commission recommends that:

21. **Michigan State University should offer admission to its upper-division programs to interested educationally disadvantaged high school seniors contingent upon the satisfactory completion of basic requirements in a community college.**

3. Minority Students. The term was earlier defined by the Commission as follows:

> **Minority students:** those individuals who possess acceptable academic credentials but who, because of prejudice and discrimination on account of their race, color, or national origin, have been inadequately represented in institutions of higher education.

Principally the category includes blacks, Mexican Americans, and American Indians, but may also include others. It should be emphasized that minority students *may or may not* fall into either the category of economically disadvantaged or the category of educationally disadvantaged.

The Commission recommends that:

22. **Michigan State University should continue to recruit and admit minority students into the freshman class in sufficient numbers to (a) achieve a more representative student body within the next five years, (b) increase access to higher education, and (c) contribute to the improvement of the quality of life in Michigan communities. For the same purposes a concurrent and comparable effort should be made to admit minority juniors and graduate students. Admissions criteria for minority students should be no different from those of all other admits.**

4. Physically Handicapped Students. The Commission defined this group as follows:

> **Physically handicapped students:** those persons otherwise admissible to the University who are unable to participate fully in a university environment without special assistance because of physical disability.

In past years the University has been accessible to any student in this special category who could arrange to cope with the University environment as it existed. Obviously, a number were excluded. The Commission recommends that:

23. The University should assume responsibility for the alteration of existing buildings, where economically possible, to make them more accessible to the physically handicapped students. The University should also increase its efforts to plan new buildings in such a way that physically handicapped individuals can use them with greater ease and safety.

24. Procedures such as registration should be made sufficiently flexible to accommodate physically handicapped students. Increased efforts should be made to provide special counseling, tutorial services, and other forms of academic assistance required by these students.

5. Women Students. In all institutions of higher education the number of women selected for admissions is currently being scrutinized for possible inequities. Although at Michigan State University just over half of the new undergraduates admitted each year now are women and the admission of women at the graduate level is high in terms of the percentage of those who apply, fewer fellowships, scholarships, and graduate assistantships are offered to women.

The Commission recommends that:

25. Admissions criteria should be applied equally to men and women, no quotas or targets should be set to affect the proportion of men and women, and financial aid should be distributed according to need without regard to sex.

26. Departmental and college policies which discriminate against either sex should not be permitted, especially as they affect the distribution of graduate assistantships and other means of encouraging the completion of graduate work.[5]

6. Older Students. Several groups of older students are in need of additional educational opportunities. They include (1) those who have never attended college and those who have withdrawn but now wish to

5. Dr. Carrigan comments: "It can be argued that these two recommendations are superfluous, since their provisions are implicit, at least, in the University's policy against discrimination. There is merit in specificity, nonetheless, if it signals a sense of urgency to those who will ultimately be called upon to implement this report. To be meaningful, the recommendations must be considered in that spirit, i.e., as a mandate for prompt, vigorous, affirmative action to end inequities affecting women students, wherever such inequities exist and irrespective of their cause."

reenter, (2) college graduates who need updated knowledge and credentials, (3) professionals who need fundamental retraining to cope with technological change, and (4) those who desire to broaden their educational backgrounds and pursue new interests. Women who have interrupted their education for marriage and family may constitute another special group, overlapping with the others in varying degrees, and perhaps characterized by unique problems.

There has never been any formal exclusion of older students from Michigan State, but the number of persons in this group who enroll, at least among the undergraduates, is small. One contributing factor is the limited number of classes at hours convenient for them; another is the lack of continuity in the offerings available, so that completion of a degree is almost impossible, except in a few areas. Still another is the feeling that programs restricted by limited facilities and limited budgets should be reserved for full-time students. There would seem to be little question, in short, that there is much the University can and should do for older students.

The Commission recommends that:

27. The University should—
    (a) assign space for use as a center for advising and counseling the older, more mature students;
    (b) examine the procedures and criteria for admission and readmission of the older student in order to facilitate his entry into the University;
    (c) examine the course offerings available to those who are unable to attend the University during the day; and
    (d) delegate to the Provost responsibility for this area.

Concern for the educational needs of the older student once again focuses attention on the basic question of the University's emerging responsibility in the whole area of life-long learning. Since this University is not the only institution in the State responsible for life-long education, the Commission recommends that:

28. A high-level study should be made to determine how the University might strengthen its contributions to life-long education. Such a study should examine issues of organization, curriculum, areas of specialization, geographic service areas, and interinstitutional coordination.

b. Exceptionally Talented Students

Although the Commission gave special attention to the University's posture towards the educationally and economically disadvantaged, its

discussions repeatedly pointed out the necessity of keeping in mind the entire range of students. The University has achieved notable success in attracting National Merit Scholars.[6] The programs of the Honors College have also enjoyed wide success. The Commission applauds these developments and emphasizes that, while developing new programs for the disadvantaged and continuing to provide quality education for the more typical students, the University must not neglect the exceptionally talented student. Consistent with this general point of view, the Commission makes the following recommendations:

29. **The unique program dimensions of the Honors College (greater flexibility in individual student program planning, honors sections and seminars, use of independent study, etc.) should be maintained and, if possible, expanded. Efforts should be made through special counseling to encourage the student to enhance the quality of his education by committing himself to greater effort and increased responsibility. Efforts should be made to extend selected facets of the Honors College program to the entire University, where applicable and feasible.**
30. **Efforts should be continued to inform exceptionally talented students about the University; but recruiting efforts should recognize that the quality and the appropriateness of the University programs for each individual should be the primary basis for attracting students.**

c. Foreign Students

Foreign students make a positive contribution to the educational environment of the University. The Commission recommends that:

31. **The main thrust of Michigan State's commitment to foreign student education should continue to be at the graduate level.**
32. **Michigan State University should seek funds from outside sources to recognize and encourage foreign students.**

d. Out-of-State Students

While recognizing its primary responsibility to students from the State of Michigan, the Commission also emphasized the importance of out-of-state students to the educational climate of the University, and it

6. For several years Michigan State University has been the leading university in the enrollment of National Merit Scholars. In the fall of 1970, the University enrolled 632 National Merit Scholars; the university with the second highest total enrolled 549.

reaffirmed the position of the Committee on Undergraduate Education that out-of-state students bring a rich diversity to the University. The higher rate of tuition charged out-of-state students is and will remain a serious problem. At the present time there is little that the University can do, unilaterally, to ease this burden.[7]

While the Commission noted that students migrate for many good reasons other than the lack of educational programs in their home states, it did review a number of the tuition reciprocity agreements which have been established to help students avail themselves of certain educational programs to which they might not otherwise have access. It saw agreements in such areas as optometry as part of an answer to more efficient resource allocation in the Midwest. The Commission agreed that the State of Michigan should strongly consider undertaking negotiations with other states as a means of reducing, where justifiable, barriers to student migration and thus achieving that diversity in student background which is desirable in an institution of higher learning.

The Commission therefore recommends that:

33. Michigan State University should urge the State of Michigan to negotiate tuition reciprocity agreements with other states.

7. The Legislature has established an enrollment ceiling of 20 percent for out-of-state students. Moreover, it has mandated that out-of-state students be charged a tuition rate that equals approximately 75 percent of the cost of instruction. *See* Section 5, Public Act 83 of *Public and Local Acts of 1970.*

Chapter V:

Implications

The recommendations in Chapter IV have far-reaching implications not only for the organization and management of the University but for the instructional process as well. This chapter discusses the magnitude and the seriousness of these implications and lists those recommendations which the Commission believes must necessarily follow upon decisions regarding size and student body composition.

A. FINANCIAL IMPLICATIONS

Many of the recommendations in the previous chapter are contingent upon the availability of financial resources. Decisions at the State level about how funds should be distributed among educational institutions, and for what purposes, will to a large extent determine whether this university can act on these recommendations. Decisions at the campus level about how funds should be allocated among the University's many activities will also determine what actions can be taken. But even assuming extensive reallocation of existing funds, a realistic assessment of costs suggests that new money must be forthcoming from public and private sources, and on a continuing basis, if some of the key recommendations are, in fact, to be implemented.

Most public universities currently find themselves in an increasingly serious financial situation. Michigan State is no exception. In the midst of unprecedented social crises, the State and the nation are confronted with demands for massive financial expenditures in many areas, of which education is only one. These demands come, unfortunately, during a period of rapid inflation and at a time when there has been an erosion of confidence in the outcomes of previous investments in higher education and a growing reluctance to give it the high priority which educators and certain segments of the public believe it deserves.

The recommendations of this report essentially place two sorts of demands on financial resources. First, the University should assume roles that will complement those of other public institutions—roles which imply more upper-division instruction, more graduate in-

struction, and more life-long education. Second, the University should make its programs more widely accessible to the people of the State by admitting many types of students previously excluded or underrepresented. Should these students be educationally deficient, this commitment implies large expenditures for extensive academic support services; should they be economically disadvantaged, it implies large expenditures for financial aid.

Should new money be forthcoming, the University would still have to make choices. Among the basic considerations would be: how the University views its role, how the Legislature views the University's role, and how other institutions view their own roles. The Commission has taken the position in several contexts that, as a major university in the State, Michigan State should give emphasis to those functions best performed at a university, that is, (1) providing upper-division and graduate education not only for those admitted as freshmen but for those who begin their education at other institutions, and (2) continuing public service in the research areas where both applied and basic research have great potential for helping to solve mankind's most basic problems, both by discovering knowledge and by educating persons capable of dealing with those problems.

These priorities are expensive and, to help reduce the costs involved, the Commission envisages interinstitutional cooperation as an important way to conserve resources and extend educational opportunity to more of the State's population. Two approaches to this cooperation are suggested. One is for the University, on its own initiative, to establish better working relationships with other institutions, particularly with community colleges. There are obvious personal and economic advantages to students when they enroll in institutions close to home where tuition and living costs are generally lower. The University can encourage such savings by facilitating transfers and offering contingent admission to qualified students who choose to attend community colleges first.

Resources might also be conserved through another cooperative approach: organizations such as the Michigan Council of State College Presidents could formulate agreements to (1) reduce duplication in highly specialized programs and in recruitment efforts, (2) manage the expansion of specialized educational programs, and (3) share resources in jointly offered programs. As the system now operates, public needs for higher education are the responsibility of all institutions, every one of which is pressured by its constituents to respond independently. The resulting unnecessary duplication is an unwise investment of effort and resources.

B. IMPLICATIONS FOR REVIEW AND EVALUATION

The University is, to be sure, no less obliged to seek funds for implementation of the Commission's recommendations from within its own budget than from the budget of the State. Clearly, its own budgetary decisions must reflect the basic purposes of the institution, despite the great pressures from those who would alter the basic functions of the University for their own purposes. Clearly, too, such decisions must be based on a regular review of programs.

Therefore, the Commission recommends that:

34. Criteria for systematic evaluation of existing programs, both on and off campus, must be developed. Evaluation strategies will necessarily vary from program to program, but all should take account of these factors:

(a) program costs, both immediate and long-range,
(b) relevance of programs to current and emerging educational needs and to institutional goals, and
(c) effectiveness in attaining specified objectives.

The University should establish a procedure for review of programs which serve very few students and are duplicated elsewhere in the State, with a view to their possible elimination. No new students should be accepted into any program after the decision to eliminate it has been made. Personnel involved should be reassigned to appropriate positions within the University.

35. All requests for the creation of new programs or for major program revisions should include carefully developed statements as to the specific benefits of the proposal, and estimates not only of first-year costs but of costs for subsequent years. Some indication should be given as to how the proposal is to be funded. All proposals should include specific plans for evaluation after the program has been operating for a reasonable period of time.

36. The University should develop a method for redistributing resources on the basis of deliberate decisions concerning priorities. These priorities should be established as early as possible so that units may have adequate lead time (two to five years) to make rational adjustments.

37. In order to balance resources with needs, immediate steps should be taken to centralize the allocation and reallocation of funds for faculty positions in the Provost's office. This office should analyze faculty needs in relation to academic programs across the entire University and should allocate available funds to programs showing the greatest needs and long-range promise.[1]

1. Professor Kreinin comments: "Although I strongly endorse the need to centralize budgetary controls, I believe this should be done via aggregate allocations to academic units or by controlling the total number of positions, but not by controlling individual positions."

38. The President should establish an office of long-range planning and budgeting and appoint a small advisory committee composed of students and faculty.

C. IMPLICATIONS FOR INSTRUCTION AND ADVISING

1. Instruction

Even without the changes in student body mix recommended in Chapter IV, there are important reasons why the University should make exceptional efforts to find new ways to teach. With the recommended changes, the reasons for new approaches to instruction are even more obvious and urgent. *First,* current teaching and learning models essentially date back to an era of highly select and homogeneous student populations and hence require thorough reconsideration in response to the rapid spread of mass higher education. *Second,* the massive increases in University enrollment without corresponding increases in faculty have led to sharp increases in student-teacher ratios. *Third,* the phenomenal knowledge explosion of recent decades necessitates continual reexamination and reordering of choices of what to teach, not only from the overpowering volume of available knowledge, but especially from among the organizing concepts, analytic frames of reference, and unifying theories that have sprung up all around us. This task, it must be stressed, demands every bit as much energy, intellect, and creative talent as the production of new knowledge, and is even more essential to serving the needs of undergraduates. *Fourth,* many students have become skeptical of the quality of the education they are getting, and their frequent allegations of shoddy teaching must be seriously examined in a genuine spirit of accountability.

Some radically new instructional methods must be tried, but they must be accompanied by rigorous and unbiased evaluation of their effectiveness and their applicability to wider populations. In addition, the University must apply itself much more vigorously to the task of improving present methods and techniques. Many of the things we now do might well yield greater educational benefits if they were modified and revised.

Accordingly, the Commission recommends that:

39. As the student body becomes more heterogeneous, the University should recognize the need for more flexibility in the choices open to students. This increased flexibility should include a greater variety of

instructional models, additional patterns of credit-contact hour arrangements, and less rigid requirements as to time permitted to complete courses and programs. These and other types of academic diversity should always be designed with the primary purpose of promoting academic excellence.

The costs of innovation are bound to be high. If innovations are to be seriously tried, large amounts of energy will be consumed in the study and formulation of proposals, in their implementation, and in their systematic evaluation. A commitment to major innovation without a recognition of its manpower costs would be sheer illusion. For example, as long as professors' work loads are defined almost exclusively in terms of hours in class (without reference to the hours required to plan, refine, implement, and assess educational change), serious, well-considered, and well-executed innovation is bound to be minimal.

During the course of its deliberations, the Commission discussed many needed changes and made two recommendations, one about the existing summer session and one proposing a study of the merits of designing a program leading to an external degree.

The Commission recommends that:

40. **Given the endorsement by the Board of Trustees of the four-term academic year, the present physical facilities of the University, and the existence of an extensive twelve-month staff, more productive use should be made of the summer term. More detailed planning and fuller utilization of existing resources are essential.**

41. **The President should appoint a faculty-student-citizen committee to study the advisability of developing a program leading to an external degree.**

2. Advising

The quality and quantity of academic advising have become perhaps the most serious and least-remarked casualties of the past decade's growth. Some reasons for this have already been cited in another context. The student body has become vastly more heterogeneous and includes large numbers of students who can expect only minimal parental stimulation and guidance in finding their way through an increasingly confusing thicket of academic and vocational choices. Experienced faculty members are fewer and fewer in relation to the growing number of students, and an increasing proportion of the faculty concentrate their energies on pursuits that involve minimal personal

contact with students. Increased flexibility in the academic program cannot benefit students, and may indeed harm them, unless it is accompanied by a highly effective advising process.

As in the area of instruction, innovation and experimentation with wider varieties of advising models are called for. Here again the need for strict control and rigorous evaluation cannot be overemphasized.

A good advising system, like constructive innovation in teaching and learning methods, will be costly. A truly productive and humane advising system requires many faculty contact hours outside the classroom. Above all, good advising, like good teaching, must be rewarded.

Recommendations in this report give rise to the need for still more special advising and counseling services. Community college transfers, educationally and economically disadvantaged students, and women have special needs. While it is recognized that most of academic advising should remain within the departments, it is imperative that an effective referral system be developed so that students who need special advising and counseling may be properly directed to persons qualified and willing to give help.

The Commission recommends that:

42. **Since educationally disadvantaged students will doubtless require more intensive academic advising than students admitted under regular admissions criteria, the student-adviser ratio for faculty or authorized staff assigned such students should be held to a reasonable level. Advisers for this group should be chosen by department heads from among those who entertain a broad view and understanding of the University, a thorough knowledge of the support services available, and a sympathetic understanding of the problems of the disadvantaged. Every effort should be made to avoid the isolation of advising for educationally disadvantaged students in structurally separated units of the University.**

43. **Special efforts should be made to provide women students with advisers well equipped by experience and interest to help them fully explore the increasingly broad range of educational and career alternatives open to women.**

44. **Effective professional counseling on all aspects of financial aid, including obligations thereby imposed upon the student recipient, should be provided on a regular basis.**

45. **The Counseling Center should continue to employ professional staff who have special skills and familiarity in a broad range of support services.**

Finally, drawing on the 1967 *Report of the Committee on Undergraduate Education*, the Commission recognizes the need for greater involvement of students in the department of their major and calls for the implementation of the following recommendations, modified slightly from their original form in the CUE *Report:*

> **Each department should (1) develop, and keep current, materials specifically designed to acquaint new students with the staff in the department, with the character of the major, and with recent departmental developments; and (2) find ways to bring new majors into contact with upper-class majors and departmental faculty members.**

D. IMPLICATIONS FOR SUPPORT SERVICES

In Chapter IV, a number of recommendations were made which should lead to a marked increase in the admission of educationally and economically disadvantaged students. The recommendations make explicit the Commission's view that such admissions policies must be accompanied by the following:

(1) a marked increase in academic support services,
(2) a marked increase in financial aid of all kinds—gifts, loans, and work opportunities, and
(3) mutual commitments between the University and those who receive the benefits of academic support services and financial aid.

1. Academic Support Services

For many of the disadvantaged students, the new social environment of a university in itself may well be a stressful experience. Educational deficiencies may compound this difficulty and, if not thoroughly assessed and alleviated, lead to discouragement and failure. Hence, a wide range of support services, some centralized and others dispersed widely throughout the departments and colleges, must be made available to these students, including personal career counseling, intensive academic program advising, services for the development of reading and other basic skills, and tutorial services in departments where students have severe difficulties.[2]

2. Michigan State University has for many years offered a variety of support services with varying degrees of success. Responsibility for budgeting, staffing, and quality of these services has rested with (1) colleges (particularly the University College, which at various times has offered remedial courses and maintains a Learning Resources Center and special advisement centers); (2) departments which have provided tutoring and special advising; and (3) centralized service units (e.g., the Counseling Center, the Office of Admissions, the Financial Aids Office, and the Office of Developmental Program), which have provided academic, personal, and financial counseling.

a. Problems to Overcome

Past experiences with such services have indicated that students who need them most often do not use them as extensively or consistently as they should. For those who do use them selectively, there is evidence that too often the major effect has been simply to keep the student in school longer, merely delaying the day when he drops out or fails. A number of University faculty and administrators in appearances before the Commission pointed out a variety of reasons why the goals of support services are not fully realized. Services in many cases do not seem relevant to the immediate goals of students; remedial efforts without attached credit have been placed in competition with courses involving credit, and students—mistakenly but understandably—have chosen to invest their efforts in the latter; skill development and special tutoring have been either too specific or too generalized to serve the students' needs. They also indicated that support services have been more or less traditional and structured too much like the routine educational experiences which have previously "turned off" the student and resulted in disillusionment if not failure; that students often do not know how much they, in fact, need support services until after they have failed or gotten into difficulties, too late for the services to be of great help; that volunteer tutors and voluntary use of the services often weaken the services to the point of ineffectiveness.

Some of the difficulties in assisting the educationally disadvantaged, who often have basic deficiencies in reading, writing, and arithmetic, result from the fact that nowhere, inside or outside the University, are the conditions for fully effective support services fully understood. Well-tested models are scarce, and demonstrable success is at best sporadic.

The Commission recognizes that these difficulties are very real, but has concluded that they should not be construed as justification for inaction. Rather they are to be viewed as a challenge to find better approaches which will overcome these deficiencies. The task admittedly will not be easy. The recommendations made in Chapter IV constitute an effort to address these concerns in a spirit of serious determination, with a venturesome degree of commitment and comprehensiveness not hitherto attempted on this campus or on others. Ultimate success will depend on two things above all: the degree of effective organization brought to bear on the complex network of services required, and the selection of exceptionally skillful, sensitive, and creative individuals to provide these services.

b. Goals for the Support Services

The Commission is convinced that support services must be directed to developing in specially admitted students the abilities necessary to deal effectively with the same range of programs available to regularly admitted students. There is no place in the University for "soft" courses or programs with courtesy grades. Such practices can lead only to second-rate degrees. This is unfair to the student and undermines the integrity of the University. Support services must be excellent in order to help the student to achieve excellence; support services which are merely satisfactory all too often permit "getting by" under some tacit double standard.

c. Responsibility for the Support Services

If support services are to be effective in the manner suggested here, the responsibility must rest as much on the instructional departments, and indeed on the entire staff of the University, as on those operating the centralized support services. Departments must display sensitivity to the needs of the disadvantaged by allocating the necessary funds from their budgets, providing tutorial assistance, and, perhaps most importantly, assigning to these students unusally capable and sensitive advisers.

Scholarship standards must be maintained, but always (as they generally have been) with understanding. Evaluations must encourage progress and yet remain valid indicators of achievement. Channels of communication and cooperation must be developed between centralized support services and departments so that students will find that experience with one is relevant to and supports the other. And the students must continually be reminded that the University has committed itself to provide them with a first-rate education, not simply a degree.

During the past few years the University has made considerable effort, and has gained considerable experience, with the highly complex and sometimes apparently intractable problems involved in providing truly effective support services. The recommendations which follow build upon this accumulated body of experience. In part they elaborate and systematize those past practices that seem to have worked well, but they also include some important changes and innovations. They rest upon a number of key assumptions.

First, if nothing less than fully equal performance standards are to be our goal, *support services must be intensive, carefully coordinated, and consistently utilized.* It seems axiomatic that eighteen years of disadvantage cannot be erased by an unorganized array of on-again-off-again, take-it-or-leave-it bits and pieces of tutoring and counseling. A disjointed "crisis-management" approach will not suffice to meet these objectives.

Second, the various specialists engaged in assisting particular students throughout the University will have to work together much more closely than has been possible in the past. *This will require an organizational effort of considerable magnitude.* The problem is particularly acute because of the complex combination of features required in excellent support services: on the one hand, they must be planned, tried, and constantly modified on a highly individual basis for each student; on the other, they often require extremely close coordination to prevent the abrogation of one unit's decisions by the independent operation of other units. Responsibilities are now scattered throughout the University among academic advisers, central support staffs, instructors, counselors, tutors, and residence hall personnel. Referral systems are likely to be excessively complex and the various resources available to help a given student are likely to be underutilized, disjointed, and ineffectual unless frequent and regular consultation brings together, for mutual information, advice, and support, the men and women working with particular students. The kind of academic advising and counseling that is needed cannot be mass-produced or routinized; yet it must be organized and harmonized.

Third, past experience demonstrates that *a policy of purely voluntary utilization of support services places an excessive and unrealistic burden on the student,* whose disadvantage often makes it difficult for him to participate in the very activities designed to redress prior educational deficiencies. A policy of pure voluntarism has also proved frustrating for the specialists who serve the student and who come to perceive his needs in ways he may not instantly appreciate. They often see their best efforts aborted by their failure to persuade the student to follow through voluntarily with the combination of prudent course selections and related services and activities which in their judgment would significantly improve his chances for success. Above all, they are frequently deprived of the very opportunity to so persuade him as long as he is not obligated to consult with them does not come to them, if at all, until his problems have reached crisis proportions, sometimes to the point of no return.

Fourth, the Commission is further concerned that *the support services provided for disadvantaged students should not be structurally separated from the rest of the University,* save, for example, in the case of summer developmental programs. In the long run, there is no educational justification for doing so. Moreover, such a separation is unsound policy, for it would tend, unwittingly or by design, to absolve existing academic units from responsibility towards the disadvantaged student. If the University is to commit itself to the education of the disadvantaged, such a commitment must be a collective, all-university effort, not the special province of some separate academic and administrative units.

d. Evaluation of the Services

The Commission expressed a sense of urgency about the need for careful evaluation of all phases of support services. Equity (opportunity for individuals) dictates the allotment of resources to these efforts. By the same token, efficiency requires that the University demonstrate that the resources are well used. Above all, evaluation is essential for continual modification and improvement of efforts in a field where the conditions of success remain imperfectly understood, and for informing others of the nature and result of these efforts.

In the context of the preceding remarks, the Commission recommends that:

46. The University should employ its test and evaluation procedures to identify the students whose skills in reading, writing, and arithmetic indicate the likelihood of difficulty in regular courses and, where significant deficiencies exist, require of the students at the time of enrollment a firm commitment to participate in developmental programs wherein those skills may be strengthened. An instructional staff with special qualifications should be recruited to conduct this support service.

47. Departments should be encouraged to develop academic assistance units; to experiment with other means for encouraging the educationally disadvantaged; and to reevaluate their courses for majors and non-majors to accommodate students who come with a broad range of abilities, backgrounds, and interests. These departmentally-based units should focus on but not be exclusively for the educationally disadvantaged and should provide assistance to all students who have a need for such services.

48. All academic support services should be coordinated in a central office under a person so designated in the Office of the Provost; his responsibilities should include the implementation of these recommendations and the coordination and improvement of existing support services.
49. The Office of Developmental Programs, in cooperation with the designated individual in the Office of the Provost, should expand its activities to include special programs for all educationally disadvantaged students, and should be given prime responsibility for developing and implementing those programs.

2. Financial Aids

For an increasing number of students, admission to the University is virtually meaningless unless that decision carries with it the guarantee of some form of financial support: a scholarship, outright grant, fellowship, loan, part-time employment or, in certain cases, special arrangements for the payment of tuition and fees. At Michigan State University the Admissions Office is responsible for financial aid for first-time freshmen; the Division of Financial Aids in the office of the Vice President for Student Affairs is responsible for financial assistance beyond the freshman year. Additional financial aid is also channeled to students through other administrative offices, most notably through the Office of Equal Opportunity Programs and the Graduate Office. Aid to graduate students, mostly in the form of teaching and research assistantships, is awarded by individual departments.

The proper and equitable distribution of financial aid is always a difficult task. It will become more difficult still in the immediate future, for statistics show that the demand for student financial assistance has now increased to the point where qualified applicants in need of support must be turned away. The short-term outlook is not bright: increasing competition among qualified applicants for a relatively stable—if not actually declining—number of student aid dollars. There is indeed a real danger that going to college, even to public, state-supported institutions, may once again become restricted largely to the economically privileged.

The Commission has gone on record as favoring the extension of the advantages of a university education to an increasing number of economically disadvantaged students from the State of Michigan. If this commitment is to be met, it is imperative that the University direct full attention to the mechanisms which monitor the effectiveness of its financial aid programs—one of its most important agencies for improving educational opportunity.

Implications

After the Commission developed the initial draft of the recommendations that follow, a series of three meetings took place with representatives from the offices of the Vice President for Business and Finance, Admissions and Scholarships, and the Vice President for Student Affairs. These consultations produced general, though by no means unanimous, agreement on most of the proposed recommendations; there was, however, a general consensus on the need to centralize and coordinate in a single office the various phases of the University's financial aid operation, using data processing facilities.

In order to assure that the financial aid program has an emphatic student orientation, and to ensure that available resources are used to assist students in the most equitable manner possible, the Commission recommends that:

50. Full information about the total financial aid program at Michigan State University—the forms it takes, the amounts available to each student, eligibility requirements, the terms of renewal and continuance, the method of application, the obligations assumed by the student, the method and time of disbursement, etc.—should be made available in terms easily understood to all new and prospective students and to all students who accept financial aid.[3]

51. Every effort should be made to maintain a level of support that will enable the student who so desires to complete his degree program without interruption, assuming that he remains in good academic standing and makes appropriate progress toward his degree. Each student receiving financial aid should be subject to periodic academic review.

52. Financial aid programs for undergraduates should be coordinated and administered on a university-wide basis by a centralized office directed by an Assistant Provost for Admissions and Financial Aids. It is contemplated that all the activities relating to student financial aid in the undergraduate area that are now scattered and decentralized in several offices (e.g., Student Affairs, Admissions, Business Office) be brought together in a single office reporting directly and regularly to the Provost, the President, and the Vice Presidents for Student Affairs and Business. In addition, the new Assistant Provost should supervise the on-going activities of the Admissions Office. (The rationale for such centralization can be briefly summarized as follows: (1) centralization is necessary in order to provide essential information for management purposes; (2) the large amount of money involved and the large number of qualified

3. *See also* Recommendation 44.

applicants suggest the need to coordinate activities in order to make certain that there will be optimum management and use of student aid funds; and (3) the administration of student financial assistance has so many possible implications for the kinds of students admitted the ability of these students to fulfill the explicit or implied terms of their admissions, and for the instructional programs of the University in general, that of necessity the Office of the Provost must be directly involved.)

53. Such an office should exercise general budgetary and supervisory control over the operations of the Division of Financial Aids and the Admissions Office, as well as the financial support authorized and approved by the Equal Opportunity Programs, and should be charged with preparing comprehensive periodic reports on student financial aid to be submitted to the Provost and the Vice Presidents for Student Affairs and Business.

54. Financial assistance for undergraduates should be based on demonstrated financial need and, whenever possible, should continue to consist of a combination of scholarships, outright grants, part-time employment, and loans. Freshmen should continue to receive a larger proportion of outright grants than upperclassmen, with the understanding that financial assistance, if continued past the freshman year, will consist of a balanced package of grants, part-time employment, and loans.

55. The decision to award financial assistance to graduate students should rest within the jurisdiction of individual departments. The Graduate Office should, however, develop, in cooperation with the departments, periodic comprehensive reports of the kinds and amounts of financial assistance provided graduate students. This information should be forwarded regularly to the Assistant Provost for Admissions and Financial Aids.

56. Units of the University should be encouraged to expend as much of their labor budgets as possible in the employment of students on a part-time basis.

57. The University should utilize a wide variety of student loan plans from a number of sources, including the State and federal government, particularly so-called "deferred loan plans" which postpone repayment beyond graduation. (Interest on such long-term University loans might well be based, in part at least, on the rate of inflation so that the University may in time recapture its full investment for the support of future students.)

58. The University should continue to explore with appropriate State and federal agencies new methods of providing financial assistance to qualified college students and to supply general information on student

needs and financial problems to the appropriate agencies. The University should actively seek to raise funds from private sources to supplement existing funds available for student financial aid.

3. Mutual Commitments

In order to assure maximum effectiveness of support services and maximal prospects of success for specially admitted students, explicit and long-term mutual commitments should be entered into between the University and the special students. A unilateral commitment by either, alone, holds little promise for achieving the desired ends.

The Commission therefore recommends that:

59. At the time an educationally disadvantaged student is admitted under the Special Admissions Program, the following reciprocal commitments should be made:

a. The University should commit itself to providing—

(1) all the financial aid he will need to supplement his own funds and earnings, and

(2) a full range of academic and other support services, comprehensive, sustained, and carefully coordinated, including orientation, counseling, intensive academic advising and tutoring, and skills development.

b. The student on his part should explicitly commit himself to—

(1) reduced credit loads and long-range academic plans based, provisionally, on 15 to 18 quarters, accompanied by developmental work that would round out his academic schedule to a full work load each quarter, and

(2) intensive, sustained utilization of developmental services along lines determined in regular and frequent consultation with his academic adviser.

All terms of special admission status should be explicitly defined as temporary and contingent upon the performance of the student. As soon as a special student has maintained a grade point average of 2.0 or better for three successive terms, he should enter regular status. In appropriate cases, academic advisers could recommend such transfers sooner, but final authority should rest with the appropriate office in the central administration. The University's commitment to provide needed financial aid should continue after transfer to regular status. At the time of transfer it should be computed to continue for the number of quarters sufficient for completion of degree requirements with normal credit loads and passing grades. Counseling and support services should

remain available to students on an optional basis after transfer to regular status.[4]

E. IMPLICATIONS FOR EXPERIMENTATION, EDUCATIONAL RESEARCH, AND EVALUATION

In formulating its recommendations on admissions and student body composition and in considering their educational implications, the Commission was fully aware that many of the recommendations were frankly experimental in nature. These include recommendations calling for the establishment of a special admissions program for educationally disadvantaged students who show evidence of academic potential; the broadening of the admissions criteria used to predict academic success; a greatly expanded network of sophisticated support services which the University is obliged to provide and the student to use; and a renewed commitment on the part of departments, colleges, and administrative units to experimental activities relating to the teaching and learning process—to name just a few. Some of these proposals represent calculated risks; the Commission accepts them as such. All, it believes, are educationally sound. They are justified by the immensity of the problems they seek to solve, by the University's standing commitment to educational research, and by the spirit of innovation and change—the willingness to try, even at the risk of failure—that has characterized so many University programs in the past. The Commission hopes that all of its recommendations will be implemented and that they will succeed. But some of the proposals, even if implemented, will no doubt fail to fulfill the Commission's expectations; others may be only partially successful and will need to be revised; still others, after trial, will need to be abandoned. And the door must always remain open for other options. Much, of course, will depend on the quality of the leadership exerted; much too will depend upon the cooperation and dedication of those involved in implementation. But the potential rewards of controlled experimentation more than offset the risks.

4. Professor Kennedy comments: "It should be made clear that the special category 'Educationally Disadvantaged' is by definition comprised of people who were admitted because they were judged in a deliberate way to have 'academic potential.' Such judgment is the only rationale for providing support services designed to assist them in succeeding in the academic environment. On the other hand, there will undoubtedly be people admitted for whom the 'academic potential' judgment is in error. When such errors in judgment are identified, the students in question should be terminated without delay in order that additional resources not be expended on those with a small likelihood of completing the program."

Michigan State University cannot, on its own, solve the problem of educating the educationally disadvantaged. But what it can do, as this report recommends, is establish, within an experimental framework, a program for educationally disadvantaged students whose academic performance can be studied. If successful, such a program cannot help benefitting the University as a whole. The knowledge gained through intensive support services—in teaching the basic skills of reading and writing, for example—can be transferred to other teaching programs and be made available to all students. Moreover, such knowledge can be shared with other educational institutions: the public schools, the community colleges, and other colleges and universities. But to maximize the return on the University's investment, its expenditure of human and financial resources, this experimental framework must be constantly kept in mind. Experimentation in the pursuit of knowledge fully justifies such endeavors; it provides the needed direction and sense of purpose without which they stand but little chance for success. The desire for educational excellence should carry with it a willingness to be wrong; and excellence can best be achieved when efforts to achieve it are conceived of as an integral part of the University's entire educational program.

Chapter VI:

Admissions Procedures

Admissions policies, in the final analysis, are only as effective as the procedures used to implement them. The preceding chapters have developed an admissions policy for the 1970s, a supporting rationale, and the implications of that policy for the University's programs. Chapter VI contains a series of recommendations on admissions procedures, particularly as they affect three major groups: first-time freshmen, transfer students, and graduate students. The chapter also contains a series of related recommendations on topics growing out of and ancillary to the admissions process itself.

The staff responsible for admissions at Michigan State University has served the institution well in the face of the formidable difficulties which have accompanied the unprecedented growth of the past decade. Nonetheless, the public hearings around the State repeatedly demonstrated that considerable uncertainty prevails among the University's many constituents about existing admissions policies. It seems clear that the University must take vigorous steps to open new channels of communication to the people of the State, who have the right to know the facts, philosophy, and procedures governing admission to the University and the kinds of reciprocal commitments that such admissions entail.

Similarly, the University has a corresponding (and no less strong) responsibility to keep its own faculty fully informed of current admissions philosophy and procedures. Shifts in admissions policies, however slight, invariably mean a shift in priorities and resources. The faculty needs to know about such decisions and their implications as soon as they occur, for beyond question it is in the classrooms of the University, in the educational process itself, that such decisions have their final and ultimate impact.

A. UNDERGRADUATE ADMISSIONS

In Chapter IV the Commission recommended the establishment in the Admissions Office of two categories for the admission of undergraduates to the University: (1) a regular category for students

admissible under the usual criteria and (2) a special category for students admitted, within an experimental framework, primarily on evidence of academic potential rather than previously demonstrated performance. In setting up these categories the Commission is most insistent that they are designations applying solely to admissions standards and not to standards of performance in the classroom. It is expected that disadvantaged students will need and must be provided with a wide array of academic support services (see Chapter V). But by the time of graduation, if not well before, it is hoped that initial differences in performance levels between students admitted under these two categories will be minimal or nonexistent. Indeed, the Commission wishes to make it perfectly clear that the existence of these two categories in no way implies a lowering of standards in the name of compensatory education. The Commission ally expects all students, regardless of their initial admission status, to meet the course, program, and degree requirements established by the departments and colleges of the University.

1. Regular Admissions

The Commission makes the following recommendations with reference to the Regular Admissions Program:

60. **The broadest possible criteria for predicting academic success should be employed by the Admissions Office to broaden the admissions base of Michigan State University. The predictive criteria developed and utilized should be those that in the light of current research are likely to result in the highest possible rate of retention. The criteria so developed should be reviewed regularly in the light of current research, and the University itself should conduct an on-going program of research into the predictive criteria for academic success—including the areas of motivational and attitudinal testing.** [1]

61. **The Admissions Office should develop, publish, and make widely available in its recruitment literature the guidelines to be applied to all applications received and processed through regular admissions channels.**

1. Professor Shaffer comments: "This recommendation implies that the highest possible rate of retention is the single important objective in determining regular admissions. While I agree that the probability of success at MSU should be a very important factor in the admissions decisions, I believe other factors such as equity and social benefits are also relevant to the decision. I believe the principle of admitting only to achieve the highest possible rate of retention is misleading and oversimplifies the admissions problems."

2. Special Admissions

The establishment of a special admissions program has vitally important implications for the University in terms of financial aid, supportive services, and advising. These subjects and their relationship to the University's commitment to the educationally disadvantaged are discussed in Chapters IV and V. It is especially important that the Special Admissions Program be a fully developed and highly visible part of the Admissions Office. To this end, the Commission recommends that:

62. Given the definition of a student who qualifies for consideration under the Special Admissions Program (see Chapter IV), the Admissions Office, in consultation with representatives from the appropriate academic disciplines and the subcommittee of the committee on admissions policies (Recommendation 72) should develop and explore methods for determining such criteria as creativity, motivation, and academic potential. Such criteria and their effectiveness as indicators of potential academic success should be made a permanent part of the ongoing research efforts in the University.

63. The Admissions Office should make an intensive effort to recruit students in this category, employing such methods as the following: (a) working closely with high school teachers and counselors and with community leaders to identify potential students; (b) conducting intensive interviews with the prospective student and his family; (c) developing new recruiting materials—severely edited for their honesty—and perhaps including a movie featuring the Special Admissions Program; (d) encouraging students admitted under the Special Admissions Program to help in the identification and recruitment of prospective students; (e) attempting to reach prospective students early in their high school careers in an effort to foster the anticipation and expectation of a college education; (f) enlarging the recruiting staff which should include a significant number of recruiters from minority-group backgrounds; (g) exploring actively the possibilities of joint recruitment efforts—perhaps including a joint clearinghouse for applicants—with other senior institutions of the State of Michigan; (h) investigating the possibility of joint programs with Michigan community colleges whereby a student, recruited by the University, might spend the first two years of college near home before transferring to Michigan State.

B. GRADUATE ADMISSIONS

The Commission believes that graduate education will continue to play an increasingly important role in the future development of the

University and accordingly has urged, as one of the central recommendations of Chapter IV, the early formation by the President of a Committee on Graduate Education to undertake a comprehensive review of graduate education on this campus. Until such a review can be completed, the Commission recommends that:

64. Consistent with MSU's general admission policies and regulations relating to various classifications of students, graduate admissions should be left primarily as the responsibility of the individual departments, provided, however, that any new program contemplated and the size of any graduate program of a department or college must comply not only with the needs and priorities of the department but also with those of the University.

The Commission is particularly concerned that the University's commitment to the education of minority and women students[2] be implemented at the graduate as well as the undergraduate level. It is also concerned that the University's commitment to the educationally disadvantaged be extended to cover students from those undergraduate institutions that, for a variety of economic, cultural, and educational reasons, are not normally able to provide their graduates with credentials which are acceptable for admission to well-established graduate schools. For minority students whose academic credentials make them fully admissible through regular procedures, the major problem would seem to be one of recruitment, identification, and encouragement. This problem is particularly acute when budgets prohibit extensive recruitment. Accordingly, it is recommended that:

65. The School for Advanced Graduate Studies, working in close cooperation with the departments and colleges of the University and with the Director of the Equal Opportunity Programs, should develop procedures for recruiting an increasing number of minority students for the graduate programs of the University, particularly in those areas where there is a demonstrated societal need for individuals with advanced graduate training.

The problem of increasing the opportunity for educationally disadvantaged students at the graduate level is more complicated, though no less pressing. The Commission, therefore, recommends that:

66. The School for Advanced Graduate Studies should establish and monitor an experimental program, in cooperation with the departments,

2. *See also* Recommendations 25, 26, and 43.

for handling applicants at the graduate level who, because of their economic, cultural, or educational backgrounds or environment, have academic credentials that would not normally make them admissible, yet who show potential for academic success.

67. The University, while reaffirming its commitment to excellence, should encourage departments to develop and utilize varied admissions criteria, such as the Graduate Record Examination and aptitude test scores, evidence of creativity and aptitude to do research, evidence of capacity for independent thinking, persistence of effort, imagination, intellectual curiosity, and motivation to excel.

Though such students may initially need additional academic help, they will, of course, be expected to meet the high standards required of all candidates for advanced degrees at Michigan State University.

The Commission, in its deliberations, also identified several additional areas of concern with respect to the admissions procedures for graduate students, and makes the following recommendations:

68. The Graduate Office should be responsible for establishing procedures for processing and routing graduate applications and should periodically notify departments of the number and level of graduate applicants admitted to date.

69. Graduate applications should be reviewed and processed at the departmental or program level by an admissions committee of no fewer than three members.

70. The provisional category should be used judiciously, especially where there is considerable doubt whether the student so designated will be able to complete a degree program. Non-degree status should be reserved for those students who indicate that they do not intend to pursue a graduate degree.

C. PUBLICIZING OF ADMISSIONS POLICIES AND PROCEDURES

In the course of its months of study the Commission identified a pressing need for the adequate and accurate publication of the University's admissions policies and procedures. Upon this issue depends much of the University's credibility as an institution dedicated to serving the public. The need for a better interinstitutional flow of information between the University and the State's interconnecting network of high schools and two- and four-year colleges is paramount

and, as such, is dealt with separately in section E below. The recommendations in this section are designed to facilitate the exchange of information between the administrative units of the University and the many publics with which they come into almost daily contact, and to ensure that the information so exchanged in every instance gives a candid and objective picture of the educational and social opportunities available at Michigan State University.

The Commission recommends that:

71. Greater attention should be given to published materials relating to admissions as follows:

a. Such materials should be as accurate and helpful as possible in describing programs, requirements, costs, etc., and should provide balanced coverage of the academic and social opportunities offered at the University.

b. The Office of the Provost as well as the Office of Admissions should review recruitment materials to assure that they are both accurate and current.

c. The Office of Admissions, with the full knowledge and understanding of all admissions counselors, should develop, publish, and make widely available the guidelines applied to applications received and processed through the Regular and Special Admissions categories.

d. Departments should review on a regular basis materials distributed to prospective graduate students. Copies of such materials should be forwarded, as a matter of course, to the School for Advanced Graduate Studies for review.

e. The Office of the Provost should review all other official University publications related to admissions.

D. ADVISORY COMMITTEE ON ADMISSIONS

In recognition of the fact that the subject of admissions must be a continuing concern of the entire University community, the Commission recommends the establishment of a standing committee on admissions. While the Commission does not wish to prescribe the ultimate membership of such a committee, it suggests that its members be drawn from the academic disciplines (including psychology and guidance and counseling) and from the student body, and include at least one representative from the Admissions Office and one from the Office of the Provost. This committee would be charged with providing continuing advisory help to the Admissions Office, particularly with

respect to evaluating and improving its procedures. It should also assist in educating the faculty about various aspects of this crucial University function.

Specifically, the Commission recommends that:

72. A standing committee on admissions, advisory to the Provost, the Director of Admissions, and the Director of Developmental Program, should be established.[3] Composition of this committee should be compatible with University-approved guidelines. A standing subcommittee of the committee on admissions should assist in evaluating the effectiveness of the Special Admissions Program, in developing methods for its improvement, and in educating the faculty about its various features.[4]

E. INTERINSTITUTIONAL COOPERATION

This report has emphasized several times that Michigan State University is part of a statewide educational network which includes the public schools, community colleges, four-year colleges, and universities. Though their roles and basic characteristics may differ, their ultimate goal is much the same: effective public education for the people of Michigan. The success of such a statewide system, especially during a period of financial constraint, is ultimately only as good as the ability of its units to function together in a complementary way. At the least, this means the establishment of effective channels for the transmission of information. This is particularly important in terms of the vitally necessary relationships between high schools and colleges and between two- and four-year institutions. Although it is crucial, this form of cooperation is only a beginning. The future development of educational excellence in the State of Michigan depends upon the willingness of its educational institutions to move towards one another in a spirit of creative interdependence and institutional cooperation. Many of our most pressing problems, including the problem of equal educational opportunity, will either be solved through the full cooperation of educational institutions, or they will not be solved at all. The recommendations for institutional coordination and cooperation that follow speak principally to the subject of admissions. They address themselves,

3. The Commission suggests that the committee should review at an early date the use of General Fund dollars (which include student fees) for the recruitment of such special groups as athletes, artists, musicians, and National Merit Scholars.

4. *See also* Recommendation 77.

nonetheless, to a subject that the Commission is convinced requires immediate attention at the highest administrative levels.

The Commission recommends that:

73. The University should take immediate steps to improve and extend its communication with the community colleges in the State for the mutual exchange of information about educational programs and opportunities, requirements, and expectations. Community colleges and their students must be provided with clear, accurate, and up-to-date information on the requirements and procedures for transferring to the University.

74. The University should make available consultative and similar resources to community colleges should they wish help in evaluating their programs of study.

75. The University should assume leadership for planning, in concert with the two- and four-year institutions of the State, an admissions policy which applies equivalent criteria for acceptance into an upper-school program to transfer students and students already in residence.

76. The University should take the lead in encouraging the Michigan Council of State College Presidents to develop a statewide system that would guarantee the admission of transfers with college-preparatory associate degrees from accredited Michigan community colleges to four-year institutions in the State.

77. The University should assume leadership in creating a central clearing house for placing educationally disadvantaged applicants at all levels of entry into institutions of higher learning within the State of Michigan. The student-faculty standing committee on admissions proposed above (Recommendation 72) should be assigned the responsibility of formulating a more specific set of recommendations.

78. The Admissions Office, together with the several colleges and academic departments of the University and high school principals and counselors throughout the State, should seek to improve the exchange and transfer of information regarding (but not limited to) such topics as academic programs and courses of study, advanced placement courses and credits, and current career opportunities for college graduates.

79. The University should take the lead in establishing a consortium with other State colleges and universities, selected public school systems, and interested community organizations to improve educational programs for the disadvantaged, with special attention to residents of inner cities, migrant workers, and American Indians, thus making them admissible and able to undertake college-level work without extensive and expensive support services. One of the major objectives of the consortium should be to work with school systems to raise the

educational levels (academic as well as vocational) of both children and adults. The consortium should be budgeted and funded separately by the Legislature and federal or foundation sources.

While the Commission is especially concerned about the need to improve the University's relationships with Michigan's community colleges, it simultaneously emphasizes the need to safeguard their institutional and educational autonomy lest one in any way jeopardize the other.[5]

Finally, the Commission reemphasizes its conviction of the importance of admissions procedures to the well-being of the University. Decisions to admit or not to admit a given student collectively determine the fundamental characteristics of the entire University and the viability and vitality of its entire educational program.

5. The Commission also discussed the possibilities of establishing an Office of Interinstitutional Cooperation to facilitate many of the cooperative relationships envisaged in the above recommendations.

Chapter VII:

Summary and Conclusion

Commissions often bring their deliberations to a close, not because their members feel that their task is sufficiently complete, but rather because the allotted time runs out and a sense of urgency develops about taking action in critical areas. In the case of the Commission on Admissions and Student Body Composition, both the close of the 1970-71 academic year and the need to implement some of the recommendations as soon as possible caused its members to conclude their study. Admittedly, in some areas at least, the inquiry has not been pushed far enough; there may well be imbalances and omissions. But it is hoped that this report, whatever its imperfections, will place admissions at the very forefront of the University's concerns.

Chapters IV, V, and VI include seventy-nine recommendations. These contemplate a variety of actions to be carried out by a variety of people ranging from the Board of Trustees, the President, and the Provost, to advisers and admissions counselors. They range in cost from very little money to large sums not now available, and they deal with problems which range from those of broad societal importance, such as wider access to higher education, to narrow, special problems, such as the offering of required courses in the evening.

Responsibility for Implementation. Recommendations are neither self-starting nor self-enforcing. Their impact on the University depends on leadership in initiating action and on cooperation and broad understanding from every segment of the campus community and from the larger public which the University serves.

In order to bring the responsibility for *initiating* action into focus, Chart I has been prepared. To prepare a corresponding chart of those whose *response* is necessary for the successful implementation of the recommendations would require more space than such a report can conveniently encompass.

A word of caution: In Chart I the Commission's recommendations, of necessity, appear in an abbreviated form. As such, they omit important details and are divorced from the prose which supports them. Read out of context, they may lead to misunderstanding and judgments which are erroneous.

CHART I

Major Recommendations and Individuals Responsible for Initiating Action
(Numbers in Parentheses Refer to Recommendations in the Report)

	President	Provost	Admissions	Colleges	Departments	School for Advanced Graduate Studies	Others
Long-Range Policies							
A. Size and Mix							
1. Decisions with reference to size and mix (1-4,10,14)	●	●					
B. Quality and emphasis							
1. Controlled expansion of graduate programs (3,4)	●	●		●	●	●	
2. Appointment of a committee for thorough review of graduate education (4,5)	●						
3. Maintenance of a strong commitment to research (6)	●	●		●	●		
4. Search for outside funds for research (8)	●	●			●	●	●*
Modification of Existing Policies							
A. Admissions							
1. General							
a. Improve admissions procedures:							
undergraduate (60-63)		●	●				
graduate (64-70)		●	●	●	●	●	
b. Publicize admissions policies:							
undergraduate (71)		●	●				
graduate (71)		●	●		●	●	
c. Strengthen relations with community colleges and high schools (73-78)			●	●	●		

d. Establish a student-faculty standing committee on admissions (72)	•	•						
2. Regular admissions								
a. Encourage State of Michigan to negotiate reciprocal tuition agreements (33)	•							
b. Increase opportunities for economically disadvantaged students through financial aid, counseling, etc., especially at junior and graduate level (19,20,44)	•	•	•					
c. Broaden admissions criteria beyond test scores and GPA (60,67)		•	•					
d. Provide equal opportunities for women, especially at graduate level (25,26)	•	•		•	•	•		
e. Increase numbers of minority students admitted (22,65)			•					
3. Special admissions								
a. Increase number of educationally disadvantaged at all class levels (16,20,66)	•	•						
b. Seek through research the best predictive criteria for this group (16,18,62)			•					•†
c. Broaden criteria for admission (16,66)		•	•					
d. Initiate mutual commitments on part of students and the University in terms of efforts to overcome deficiencies (46,59)		•	•					
B. Services to students								
1. Advising								
a. Improve academic advising at all levels (42-45)								
b. Keep ratio of student to advisers low, especially for those who advise the disadvantaged (42)		•		•	•			
c. Provide special advising services for older, more mature students and for women (27,43)								

*Vice President for Research Development.
†Evaluation Services, Institutional Research, and others.

(Continued)

CHART I (Continued)

	President	Provost	Admissions	Colleges	Departments	School for Advanced Graduate Studies	Others
d. Avoid the isolation of advising for educationally disadvantaged students in structurally separated units of the University (42)		●		●	●		
2. Financial aid							
a. Centralize all financial aids in one administrative office (52)	●						●‡
b. Emphasize financial counseling (44)			●				
c. Seek additional funds for financial support of students (58)	●						
3. Academic support services							
a. Develop a network of more sophisticated support services for the educationally disadvantaged (42-49, 50-59)		●		●	●		
b. Initiate mutual commitments between students and the University to assure use of support services (59)							
c. Designate a position in Office of Provost to stimulate, coordinate, and improve academic support services (48)		●		●	●		
d. Establish policies to encourage departments to develop academic assistance and experiment with means to aid the educationally disadvantaged (49)							
4. Services to physically handicapped							
a. Make adjustments in buildings, registration procedures,							

and provide other assistance for physically handicapped (23,24)	●	●							
5. Availability of upper-division programs									
a. Guarantee admissions of MSU juniors in good standing to an upper-division major (13)		●							
b. Admit transfers to upper-division program on same basis as MSU juniors—qualifications, availability of space, etc. (15)			●	●	●				
6. Special programs									
a. Continue to serve exceptionally talented students with the unique features of the Honors College (29)	●	●		●	●				
b. Enlarge opportunities for older, more mature students (27)		●		●	●				
c. Initiate a study to determine how the University might strengthen its contribution to life-long education, including the possibility of offering an external degree (28,41)	●	●							
C. Experimentation									
1. Proceed with special admissions in an experimental framework (18)	●	●							
2. Utilize research skills of a variety of offices to determine success of experiments (14,16,60,62)		●							●§
D. Program flexibility									
1. Make greater use of summer term (40)		●		●	●				
2. Increase opportunities for part-time older students by balanced offerings in evening classes (27)		●		●	●				
3. Develop new instructional models (39)		●		●	●				●‖

‡ Financial Aids Office.
§ Evaluation Services, Institutional Research, and others.
‖ Educational Development Program.

(Continued)

CHART I (Continued)

	President	Provost	Admissions	Colleges	Departments	School for Advanced Graduate Studies	Others
4. Arrange programs and schedules so that transfers may complete programs in a reasonable time (11)				●	●		
5. Preserve freedom of students in choice of major (9)		●		●	●		
E. Resource allocation							
1. Require proposals for new programs to estimate cost and indicate source of money to finance such proposals (35)	●	●					
2. Reallocate resources as necessary on basis of institutional goals and predetermined priorities (3,36)	●	●					
3. Evaluate existing programs on basis of							
—program costs							
—relevance to current educational needs							
—relevance to institutional goals	●	●		●	●		§‖
—effectiveness (34)							
4. Centralize allocation and reallocation of faculty positions in the Provost's Office (37)	●						
5. Establish an office for long-range planning and budget, with an advisory committee of faculty and students (38)	●	●					
6. Restrict academic units when necessary on the basis of							
—availability of opportunity elsewhere							
—availability of resources and facilities							
—societal needs							
—student interest							
—job opportunities for graduates (2)	●	●					

7. Determine the number of educationally disadvantaged to be admitted by the capacity and availability of support services (17)	•	•							
8. Make such adjustments for physically handicapped as funds allow (23)	•								
9. Coordinate financial aids offices (52,53)	•								
F. Interinstitutional cooperation									
1. Encourage establishment of a consortium to improve education of the disadvantaged in their home communities (79)	•								
2. Encourage cooperation among institutions of the State in placing transfers from community colleges in four-year institutions (76)	•								
3. Make consultative services available to community colleges (74)				•	•				
4. Take leadership in									
—planning with other institutions an acceptable admissions policy for transfers (75)	•		•						
—encouraging the MCSCP to develop a statewide system to accommodate all graduates of community colleges who wish to continue in a state-supported four-year college (76)	•								
—providing a clearinghouse for placing educationally disadvantaged in four-year state-supported institutions (77)			•						
5. Improve communication between the Office of Admissions and high school principals and counselors (78)			•						

§Evaluation Services, Institutional Research, and others.
‖Educational Development Program.

Broad power to establish policy regarding the quality of the institution, its size, and its student body composition of course rests with the Legislature and the Board of Trustees. The need for leadership at this level cannot be overemphasized. This report presumes such leadership from these elected officials. Much of the responsibility for initiating action is therefore placed on the President, the Provost, and others within the University organization.

The administration has been asked to name new committees, to specify new responsibilities, to fill new administrative positions, to initiate actions through established committees, and generally to press for certain changes with all the means at its disposal. The quality of the appointees and the quality and the quickness of the response of committees, college deans, department chairmen, faculty, and students are vital. To effect the changes envisaged by this report, what will be necessary, above all, is a renewed spirit of academic community in which its members, separated from one another by very real and very different interests, act together towards the solution of problems which cut across and affect an entire institution and which reach far beyond the bounds of the campus.

Costs. The costs to implement these recommendations will vary from minimal to very high. For some—such as the proposals to establish a Committee on Graduate Education, to make a study of life-long learning, and to appoint a committee on the external degree—the cost will be measured primarily in terms of faculty time. Other recommendations, for example those which contemplate the establishment of new administrative positions, carry with them additional, if nominal, financial costs; while still others—particularly those recommendations calling for the significantly enlarged enrollment of educationally disadvantaged and economically disadvantaged students and those which envisage a fundamental shift in the student body mix—will require the allocation of substantial new resources. Some recommendations, on the other hand, namely those calling for the centralization of the University's financial aid operation and for an increase in interinstitutional cooperation, may actually, in the long run, conserve University resources through the elimination of unnecessary duplication.

As Chapter V indicated, the Commission is very much aware of the extent to which the University's ability to implement many of the recommendations of this report will depend upon how effectively its financial resources are managed. Budgetary management in an institution as large and complex as Michigan State University is no easy task. Yet no single administrative mechanism is more important as an

instrument for stimulating and effecting change. Lacking this capacity, or the willingness to exercise it, a university quickly loses its capacity for response. The Commission has tried to establish through its recommendations institutional policies and priorities for the 1970s and beyond in order that Michigan State may better respond to the world of which it is a part. The Commission has been simultaneously aware that the quality of that response will be intimately tied to the University's willingness and capacity to engage in long-range planning, in the systematic evaluation and review of existing programs, and in the allocation and reallocation of available institutional resources.

Appendices I and II have been placed in the report to show the anticipated cost of some of the recommendations proposed. The implications are clear. If the more costly recommendations are to be implemented, either large additional sums of money must be forthcoming or drastic cuts in present programs must be made, allowing for reallocation of funds to these areas. It is a matter of great urgency, therefore, that institutional priorities be spelled out carefully.

Major Concerns of the Commission. During the Commission's deliberations, it was obvious that recommendations were emerging from five major areas of concern as summarized in Chart II which follows. The *first* of these was how Michigan State University could better serve the *broad public* needs of people in the State and nation. Although one might question whether any other needs are legitimate for a public university, it is obvious that broad public needs, such as research and wider access to higher education, can be distinguished from specific service needs for students, such as accurate information for potential transfer students about degree requirements. Lengthy discussions of the broad public needs of the 1970s including needs of students as a part of modern society led directly to many of the recommendations in this report.

A *second* area of concern was how to ensure that *quality of education* would be maintained while simultaneously broadening educational opportunity. The Commission clearly took the view that quality in a state institution should not be achieved by exclusion but rather by rigorous programs with adequate academic support services for those students with deficiencies. The quality of a university is determined by the quality of its graduates, *not* by the achievement level of those who are admitted. The responsibility for achieving quality lies in the teaching and advising, in the curriculum, and in the general intellectual climate created on a university campus.

A *third* area of concern was *student services,* that is, advising, instruction, financial aid, academic support services, and the like.

Whatever the student mix, the University has an obligation to serve the needs of those it admits. Many of the recommendations attempt to improve and extend student services.

A *fourth* area of concern was ways to ensure the *best possible use of resources*—financial, human, and physical. Such a task implies broadened responsibility for making available funds accomplish the goals of the University. The terms "budget," "resource allocation," and "reallocation" appear throughout the report. The general consensus was that the University could accomplish much with what it had, but that present resources could not possibly accomplish all that it is being pressured to accomplish today. Beyond question, the undertaking of some tasks must be contingent on the availability of additional funds.

A *final* area of concern was *communication*. The hearings indicated that there were obvious gaps in understanding within the campus community and between the University and its many publics. Many of the recommendations deal with ways to close these gaps.

Chart II lists the major recommendations briefly and the major concerns which led to their formulation. *Again a word of caution: such abbreviations must omit important details and remove recommendations from the prose which supports them. Taken out of context they may lead to misunderstanding and erroneous judgments.* Nevertheless such a chart displays the recommendations in what the Commission hopes is a useful summary form.

Great universities of the future, it seems almost certain, will be those which dare to grapple with the problems of their time and which demonstrate dynamic leadership in pursuit of solutions. The Commission believes that Michigan State University can exert just such leadership in meeting the many perplexing educational challenges that loom before us. We live in a changed and changing environment; we must respond by becoming, ourselves, one of the chief instruments of change. The Commission, in concluding, calls upon the entire University and interested citizens to read and consider the proposals contained in these pages, and then, having done so, to join together in working towards their implementation.

CHART II

Concerns of the Commission

(Recommendations Arranged by Subject;
Numbers in Parentheses Refer to Recommendations in the Report)

	Area I: Broad Public Needs		Area II: Quality	Area III: Instruction	Area IV: Resources		Area V: Communications	
	To Serve Societal Needs	To Serve Student Needs—Including Equal Opportunity	To Maintain Quality in Higher Education	To Serve the Specific Needs of Students	To Improve Fiscal Management	To Meet Budget Limitations	To Improve Communications	To Promote Interinstitution Cooperation
Long-Range Policies								
A. Student body								
1. Keep undergraduate student body at least as large as present (1)	●	●						
2. Manage the increase of upper-division enrollment (10,14)	●	●						
3. Manage the increase of graduate enrollment (3,4)	●	●						
B. Quality and emphasis of graduate program and research								
1. Controlled expansion of graduate program with priority to areas of								
—societal needs (3,7)	●		●					
—present strength (6)					●			
2. New graduate programs to comply with priorities of the University and departments (3,64)			●		●	●		
3. Appointment of a committee for thorough review of graduate education (4,5)	●	●	●	●	●	●	●	●
4. Maintenance of a strong commitment to								
—research based on society's problems (7)	●		●	●				
—basic research (6-8)	●		●	●				

(Continued)

CHART II (Continued)

	Area I: Broad Public Needs		Area II: Quality	Area III: Instruction	Area IV: Resources		Area V: Communications	
	To Serve Societal Needs	To Serve Student Needs—Including Equal Opportunity	To Maintain Quality in Higher Education	To Serve the Specific Needs of Students	To Improve Fiscal Management	To Meet Budget Limitations	To Improve Communications	To Promote Interinstitution Cooperation
5. Search for outside funds for research (8)	●		●	●				
Modification of Existing Policies								
A. Admissions								
1. General								
a. Improve admissions procedures (60-70)	●	●			●	●	●	●
b. Publicize admissions policies (71)	●	●					●	●
c. Strengthen relations with community colleges and high schools (73-78)	●	●					●	●
d. Establish a student-faculty standing committee on admissions (72)	●	●	●		●	●		●
2. Regular admissions								
a. Encourage State of Michigan to negotiate reciprocal tuition agreements (33)	●	●						
b. Continue to attract the academically talented through scholarships and quality programs (29,30)		●	●	●				
c. Increase numbers of minority students admitted (22,65)	●	●						
d. Continue to admit foreign students at graduate level and seek outside funds for tuition scholarships (31,32)	●	●						
e. Increase opportunities for economically disadvantaged through financial aid and counseling, especially at junior and graduate level (19,20,44)	●	●						

f. Broaden admissions criteria beyond test scores and GPA (60,67)	●	●								
g. Provide equal opportunities for women, especially at graduate level (25,26)	●	●								
3. Special admissions										
a. Increase number of educationally disadvantaged at all class levels (16,21,66)	●	●								
b. Seek through research the best predictive criteria for this group (16,18,62)	●	●			●					
c. Broaden criteria for admission (16,66)	●	●								
d. Initiate mutual commitments on part of students and University in terms of efforts to overcome disadvantage (46,59)		●	●	●	●	●	●			
B. Service to students										
1. Advising										
a. Improve academic advising at all levels (42-45)		●	●	●						
b. Keep ratio of students to advisers low, especially for those who advise the disadvantaged (42)		●	●	●						
c. Provide special advising service for older, more mature students and for women (27,43)		●								
d. Avoid the isolation of advising disadvantaged students in structurally separated units of the University (42)	●	●								
2. Financial aid										
a. Centralize all financial aids in one office, under one administrator (52)	●	●					●	●	●	
b. Emphasize financial counseling (44)		●								
c. Seek additional funds for financial support of students (58)	●	●								
3. Academic support services										
a. Develop a network of sophisticated support services for the educationally disadvantaged (42-49,50-59)	●	●	●	●						

(Continued)

CHART II (Continued)

	Area I: Broad Public Needs		Area II: Quality	Area III: Instruction	Area IV: Resources		Area V: Communications	
	To Serve Societal Needs	To Serve Student Needs—Including Equal Opportunity	To Maintain Quality in Higher Education	To Serve the Specific Needs of Students	To Improve Fiscal Management	To Meet Budget Limitations	To Improve Communications	To Promote Interinstitution Cooperation
b. Initiate mutual commitments of students and University to assure quality and use of support services (59)		●	●	●				
c. Designate a position in the Office of Provost to stimulate, coordinate, and improve academic support services (48)			●	●				
d. Establish policies to encourage departments to provide academic assistance and to experiment with means to aid the educationally disadvantaged (49)		●	●	●				
4. Services to physically handicapped								
a. Adjustments in buildings, registration procedures, and assistance for physically handicapped (23,24)	●	●						
5. Availability of upper-division programs								
a. Guarantee admission of MSU juniors in good standing to an upper-division major (13)	●	●						●
b. Admit transfers to upper-division program on same basis as MSU juniors—qualifications, availability of space, etc. (15)	●	●						
6. Special programs								
a. Continue to serve the academically talented with unique features of Honors College (29)		●	●	●				
b. Enlarge opportunities for older, more mature students (27)	●	●						

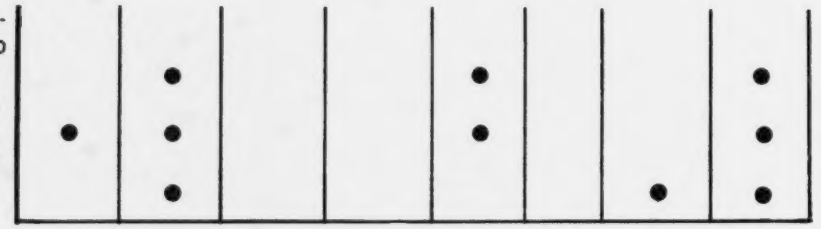
c. Initiate a study to determine how the University might strengthen its contribution to life-long education including the possibility of offering an external degree (28,41)	•	•							
C. Experimentation									
1. Proceed with special admissions in an experimental framework (18)	•	•		•	•				
2. Utilize research skills of a variety of offices to determine success of experiments (14,16,60,62)	•	•	•	•	•	•			
D. Program flexibility									
1. Encourage greater use of summer term (40)	•	•							
2. Increase opportunities for part-time older students by balanced offerings in evening classes (27)	•	•							
3. Develop new instructional models (39)		•	•	•					
4. Arrange programs and schedules so that transfers may complete programs in a reasonable time (11)		•							•
5. Preserve freedom of students in choice of major (9)		•	•	•					
E. Review, evaluation, and resource allocation									
1. Require new programs to estimate cost and source of funds (35)					•	•			
2. Require new graduate programs to comply with department and University priorities (3)					•	•			
3. Reallocation of resources must be made on basis of institutional goals and predetermined priorities (36)				•	•	•			
4. Evaluate existing programs on basis of									
—program costs					•	•			
—relevance to current educational needs				•					
—relevance to institutional goals				•					
—effectiveness (34)				•					
5. Centralize allocation and reallocation of faculty positions in the Provost's Office (37)					•	•			

(Continued)

CHART II (Continued)

	Area I: Broad Public Needs		Area II: Quality	Area III: Instruction	Area IV: Resources		Area V: Communications	
	To Serve Societal Needs	To Serve Student Needs—Including Equal Opportunity	To Maintain Quality in Higher Education	To Serve the Specific Needs of Students	To Improve Fiscal Management	To Meet Budget Limitations	To Improve Communications	To Promote Interinstitution Cooperation
6. Establish an office for long-range planning and budget, with an advisory committee of faculty and students (38)	●	●			●	●		
7. Determine size of academic units by								
—availability of opportunity elsewhere					●	●		●
—availability of resources and facilities					●	●		
—societal needs	●							
—student interest (2)		●						
8. Number of educationally disadvantaged admitted, contingent on availability of support services (17)					●	●		
9. Adjustments for physically handicapped, contingent on availability of funds (23)					●	●		
10. Coordination of financial aids (52)		●			●			
F. Interinstitutional cooperation								
1. Encourage establishment of consortium to improve education of the disadvantaged in their home communities (79)		●						●
2. Encourage cooperation among institutions of the State in placing transfers from community colleges in four-year institutions (76)	●	●			●			●
3. Make consultative services available to community colleges (74)								●
4. Take leadership in								
—planning with other institutions an acceptable admissions policy for transfers to MSU (75)		●						●

—encouraging the MCSCP to develop a statewide system to accommodate all graduates of community colleges who wish to continue in a state-supported four-year college (76)
—providing a clearing house for placing educationally disadvantaged in four-year, state-supported institutions (77)
5. Improve communication between the Office of Admissions and high school principals and counselors (78)



Appendices

Appendix I:

Estimated Costs for Academic Support Services Per 100 Educationally Disadvantaged Students*

	Cost per 100 Students
1. Tutoring	
Departmental group tutoring: $30,000 per course sequence per year for 100 students, based on experiences with Tutorial Assistance in Chemistry (TAC), expanded to 3 course sequences per student	$90,000.00
Individual tutoring: cost primarily in salaries and supplies for a coordinating office for volunteers	$ 5,000.00
2. Academic counseling through departments and college advisement offices	
One part-time instructor, assistant instructor, or graduate assistant for special problems of educationally disadvantaged in about 10 departments or college advisement centers most involved with such students; estimated cost: about $50,000 for 500 students	$10,000.00

*These are tentative estimates of the costs of providing those programs and services that are essential if educationally disadvantaged students are to have a reasonable opportunity to achieve success at MSU. Many of the above services are not now being provided or are provided on a smaller scale than indicated above. These estimates do not include the cost of space, evaluation, or university-wide coordination.

3. Personal and academic counseling through the Counseling Center

   One professional counselor per 100 students — $12,000.00

4. Intensive skills development in reading and writing and arithmetic

   a. Refocusing and expanding American Thought and Language 101-2-3 and developing a comparable mathematics course through more adequate funding; estimated cost: $60,000 for 400 students in ATL and $60,000 for 400 students in mathematics — $30,000.00

   Or

   b. An intensive skills development center not specifically oriented to a particular department or course, such as an intensive skills development program required concurrently with reduced course loads; estimated cost: $100,000 for 400 students — $25,000.00

   Or

   c. A 6-week summer intensive skills development program required of the severely disadvantaged, not specifically oriented to a particular department or course, and offered during the summer prior to the first term of the student's admission to the University; to include intensive efforts to improve reading, writing, and arithmetic and an orientation to the college experience; estimated cost: $350 per student for room, board, and instruction — $35,000.00

5. Learning Resources Center to give support to basic courses taught in University College

   Estimated cost to continue the present program and expand it: $32,000 for about 400 students — $ 8,000.00

6. Smaller classes specially designed for educationally disadvantaged at the freshman level

Cost is about one-third more than regular-size classes; assuming two courses per student (7-8 crs x $12 per SCH x 100 students = $8,400-$9,600; + one-third additional = $11,200-$12,800)	$12,000.00
	$162,000 - $172,000

Appendix II:

Estimated Cost Per 100 Additional In-State Students at Various Levels and with Various Types of Needs (Per Year)

Level and Type of Admit	Instruction and Departmental Research*	All Other Expense Categories Except Financial Aid†	Financial Aid‡	Less Student Fee Income	Academic and Other Support Services§	Other Costs
Freshmen and sophomores						
Regular admits	$ 74,546	$95,982	$ 55,440‖ (27,720)	$—63,000	.....	.....
Economically disadvantaged	74,546	95,982	240,000 (120,000)	—63,000	.....	.....
Educationally disadvantaged'	74,546	95,982	55,440 (27,720)	—63,000	$162,000#	Extension to 5 or 6 years**
Both economically and educationally disadvantaged	74,546	95,982	240,000 (120,000)	—63,000	162,000#	Extension to 5 or 6 years**
Junior and senior transfers						
Regular admits	95,751	95,982	55,440‖ (27,720)	—63,000	.....	.....††
Economically disadvantaged	95,751	95,982	240,000‡‡ (120,000)	—63,000	.....	.....††

M.A. students						
Regular admits	216,386	95,982	108,456[§§] (54,228)	—54,000	.....	.....
Economically disadvantaged	216,386	95,982	264,000[‡‡‖‖] (132,000)	—54,000	.....	.....
Doctoral students						
Regular admits	302,104	95,982	233,952[§§] (116,976)	—36,000	.....	.....
Economically disadvantaged	302,104	95,982	264,000[‡‡‖‖] (132,000)	—36,000	.....	.....

Notes

* "Instruction and Departmental Research" (sometimes referred to as "Direct Instruction") is one of the twelve accounting categories used by the University to describe expenditures from the General Fund. The dollar figures shown under this heading are based on the 1968-69 unit cost study which is concerned only with Instruction and Departmental Research. The 1968-69 cost figures have been adjusted by adding a 7 percent inflationary factor for 1969-70, another 7 percent for 1970-71, and an estimated 5 percent for 1971-72. As a matter of fact, expenditures for Instruction and Departmental Research have increased from $41,280,725 in 1968-69 to a budget estimate of $50,579,992 for 1970-71, or by 22.5 percent. A further adjustment would need to be made for inflation beyond 1971-72.

† In the 1968-69 unit cost study, the most recently completed one, Instruction and Departmental Research accounted for 53.6 percent of the total expenditures from the General Fund. (Other General Fund expenditures are classified into the following accounting categories: Other Educational Services, Libraries, Organized Research, Extension and Off Campus Education, Student Services, Student Aid, Public Services, General Administration, Business Operations, Operation and Maintenance of Plant, Plant Improvement and Extension.) The expenditures for Student Aid in 1968-69 were subtracted from the remaining 46.4 percent of the expenditures not encompassed by the unit cost study, and then there remained $34,383,753 of General Fund expenditures covered neither by the cost study nor by Student Aid. The 1968-69 enrollment figure has been divided into this sum to produce a per-student amount for all expenditures except those for Instruction and Departmental Research and for Student Aid. The 1968-69 per-student figure has been adjusted by adding a 7 percent inflationary factor for 1969-70, a 3.5 percent increase for 1970-71, and an estimated 3.5 percent for 1971-72. As a matter of fact, expenditures in the categories under consideration have increased from $34,383,753 in 1968-69 to a budget estimate of $39,263,553 for 1970-71, or by 14.2 percent. A further adjustment would need to be made for inflation beyond 1971-72.

‡ About 50 percent of the financial aid for students is paid from the General Fund of the University.

§ Expenditures for academic and other support services will come from the General Fund unless grants can be obtained from the federal government.

(Continued)

‖About 46 percent of all undergraduates receive some financial support through scholarships, MSU Student Aid Grants (based on family income), Michigan Higher Education Assistance Authority scholarships, MHEAA loans or National Defense Student Loans, etc. The support received by all undergraduates averages slightly more than $554 per student per year.

#Educationally disadvantaged students at the freshman-sophomore level require counseling, tutoring, special courses, special sections of established courses, additional learning resources, etc., estimated to cost at least $1,620 per student per academic year. See Appendix I.

** Educationally disadvantaged students at this level earn, on an average, about nine credits per term.

††If educational backgrounds are weak or if students lack basic requirements, time to complete a degree may need to be extended by one year or more.

‡‡The economically disadvantaged are those who must depend on the University for full support: tuition, $630; books, $150; room and board, $1,083; personal expenses, $300; clothes, $150; and transportation, $87. Total: $2,400 per year. If there is an increase in tuition or in board and room for 1971-72, this would affect the figure used here.

§§About half of master's candidates and about three-quarters of doctoral candidates receive financial support. These students include graduate assistants who generate student credit hours; however, graduate assistants take reduced course loads, and this results in reduced student fees.

‖‖The amount of financial support necessary for graduate students varies greatly. Graduate students carry fewer credits than undergraduates, but pay at a higher rate; room and board are the same, but many live in apartments with dependents; costs for materials and books and extra fees may run considerably higher than for undergraduates. It is estimated that average costs for graduates are at least 10 percent higher than those of undergraduates.

Appendix III:

A List of Those Making Presentations at the Public Hearings*

Detroit Hearing, September 23, 1970

Mr. George Atkins, *Chairman of the Citizens Advisory Council, Target Area 4 of the Mayor's Committee on Human Resources*
Mr. Jack Barnes, *General Manager, Michigan Milk Producers Association*
Mr. Joseph Billingsley, *Legislative Agent, Michigan Federation of Teachers*
Dr. George Cole, *Vice President for Special Projects, Wayne County Community College*
Mrs. Sarah Foley, *Detroit Area Parent Teachers Association Council*
Dr. Edward B. Fort, *Superintendent of Public Schools, Inkster, Michigan*
Mr. Richard Golze, *Detroit alumnus*
Mr. Jesse Goodwin, *Education Officer, Detroit Branch National Association for the Advancement of Colored People*
Mr. Harlan Hudgins, *Educational Representative, Michigan State Parent Teachers Association*
Miss Florence Oberlin, *Counselor, Wayne Memorial High School*
Mr. Daniel Reed, *Secretary-Manager, Michigan Farm Bureau*
Dr. Karl Wagner, *Dean of Student Services, Macomb County Community College*
Mr. Charles Wells, *Assistant Superintendent, Detroit School System*

* This is a list of individuals who orally presented views at the hearings. In addition, several people submitted brief written statements.

Marquette Hearing, September 29, 1970

Mrs. Sally Allenstein, *alumna*
Mr. Henry J. Bothwell, *Superintendent, Marquette Public Schools*
Mr. Keith Gaboury, *Counselor, Ishpeming Public Schools*
Dr. John X. Jamrich, *President, Northern Michigan University*
Mr. Paul Kotila, *Principal, Marquette High School*
Mr. Robert Ling, *alumnus*
Miss Beatrice Narotzky, *Counselor, Rock High School*
Professor William C. Peterson, *alumnus*
Dr. Richard L. Rinehart, *President, Bay de Noc Community College, Escanaba*
Mr. Hugh T. Swanson, *alumnus*
Mr. John Winchester, *Coordinator of American Indian Programs, Center for Urban Affairs, Michigan State University*

Grand Rapids Hearing, October 14, 1970

Mr. Paul Aardsma, *alumnus*
Mr. David Berles, *Guidance Director, Kentwood Public Schools*
Mrs. Alan Demarest, *alumna, representing the Campbell Group*
Mr. Robert Doctor, *Principal, Petoskey Senior High School*
Dr. Francis McCarthy, *President, Grand Rapids Junior College*
Miss Mary Needham, *Counselor, Muskegon Heights High School*
Mr. John Phillips, *Assistant Professor, Teacher Education, Michigan State University*
Dr. Alfred Seelye, *former Dean, College of Business, Michigan State University*
Dr. Harold Sheffer, *President, Glenn Oaks Community College*
Mr. Elton R. Smith, *President, Michigan Farm Bureau*
Mr. John Winchester, *Coordinator of American Indian Programs, Center for Urban Affairs, Michigan State University*

East Lansing Hearing, October 19, 1970

Mr. Ruben Alfaro, *Regional Director for Spanish Speaking Program, U.S. Catholic Conference*
Mrs. Bailey, *private citizen*
Mr. Ruben Barrera, *member of Quinto Sol, Lansing*
Dr. Richard H. Britton, *President, Michigan Optometric Association*

Mr. Juan Costillo, *Director of Latin American Programs, Civil Rights Commission, Lansing*
Mr. William Dansby, *Executive Director, Michigan Optometric Association*
Mr. Chester Eagleman, *Michigan Sioux Indian*
Dr. Donald D. Fink, *President, Montcalm Community College*
Mr. Roy Fuentes, *consultant to La Raza Unida, Lansing*
Dr. Philip Gannon, *President, Lansing Community College*
Mr. Joe Garcia, *Chairman of La Raza Unida of Michigan*
Miss Juanita Garcia, *Chicano student*
Dr. Eugene Gillaspy, *President, Mid-Michigan Community College*
Dr. Charles Greene, *President, Muskegon Community College*
Dr. Paul Herbert, *retired representative of the Michigan United Conservation Clubs*
Mr. David Hollister, *Project Re-entry Director, Lansing Public Schools*
Dr. Charles W. Joiner, *Dean of the Wayne University Law School, speaking on behalf of the Michigan Bar Association*
Mr. Gonzalo Lopez, *Chicano student*
Mrs. Thelma Lopez, *Chicano mother*
Mrs. Maria Lozano, *Chicano mother*
Mr. Eddie Navos, *Chicano student*
Mr. Thomas G. Nelson, *Director of Guidance, East Lansing High School*
Mrs. O'Brien, *private citizen*
Mr. Charles Pamp, *Great Lakes Indian Youth Alliance*
Dr. Charles Pappas, *President, Genesee Community College*
Mr. Ben Perez, *Assistant Director, Lansing Model Cities Program*
Mr. Al Rivas, *Chicano student*
Mr. Chemo Rodrigues, *Director of Bi-lingual Programs, Lansing Public Schools*
Mr. Wayne Rogers, *Director of Guidance, Sexton High School, Lansing*
Mr. Richard Santos, *representative from United Migrant Opportunities for Youth*
Mr. Robert Smith, *Legislative Counsel, Michigan Farm Bureau*
Mr. Elmer White, *Executive Secretary, Michigan Press Association, speaking privately*
Dr. Richard Whitmore, *President, Kellogg Community College*
Dr. Varl Wilkinson, *Associate Executive Secretary, Michigan Association of School Boards*

Mr. Russell Wright, *Coordinator for Indian Affairs, Governor's Office, Detroit*

Campus Hearing, October 22, 1970

Dr. Willis Armistead, *Dean, College of Veterinary Medicine*
Dr. David Armstrong, *Assistant Dean and Director of Resident Instruction, College of Agriculture and Natural Resources*
Dr. Frank Blackington, *Director, Michigan State University Honors College*
Dr. John Carew, *Chairman, Horticulture Department*
Dr. Lloyd Cofer, *Director, Development Programs*
Dr. Frederic Dutton, *Dean, Lyman Briggs College*
Dr. Herbert Garfinkel, *Dean, James Madison College*
Dr. Robert Green, *Director, Center for Urban Affairs*
Mr. James Hill, *Student President, West Fee Hall*
Dr. Madison Kuhn, *University Historian and Professor of History*
Dr. James Rust, *Michigan State University Ombudsman*
Dr. Victor Strecher, *Professor, School of Criminal Justice*
Miss Judy Taylor, *President, Association of Handicapped Students*
Dr. Ralph Turner, *Professor, School of Criminal Justice*
Dr. John Winburne, *Associate Dean of Student Affairs, University College*
Dr. Sylvan Wittwer, *Director, Michigan State University Agricultural Experiment Station, and Assistant Dean, College of Agriculture and Natural Resources*
Dr. John Zimmer, *Assistant Dean, College of Natural Science*

Campus Hearing, October 23, 1970

Dr. Rudy Bernard, *Associate Professor, Physiology*
Dr. Alex Cade, *Professor, Justin Morrill College, and Director of Upward Bound Project*
Dr. Richard Chapin, *Director, Michigan State University Libraries, and Professor of Journalism*
Dr. Ralph N. Costilow, *Professor, Microbiology*
Dr. Maurice Crane, *Professor, Humanities*
Mr. Peter Flynn, *President, Council of Graduate Students*
Miss Kate Haracz, *Michigan State University student*
Miss Ann Holt, *Michigan State University student*
Dr. Armand Hunter, *Director, Continuing Education Service*

Dr. Jack B. Kinsinger, *Chairman, Department of Chemistry*
Dr. Anton Lang, *Director, Plant Research Laboratory*
Dr. Kullervo Louhi, *Dean, Graduate School of Business*
Dr. Allan Mandelstamm, *Professor, Economics*
Mr. Pat Martin, *Michigan State University student*
Dr. Norman B. McCullough, *Professor, Microbiology*
Dr. Rosalind Mentzer, *Assistant Dean, College of Human Ecology*
Dr. Sigmund Nosow, *Professor, Labor and Industrial Relations*
Dr. Charles Press, *Chairman, Department of Political Science*
Dr. James Ramsey, *Associate Professor, Economics*
Dr. Stanley Ries, *Professor, Horticulture*
Mr. Ronald Roderick, *Associate Director, Division of Financial Aids*
Dr. Barnett Rosenberg, *Professor, Biophysics*
Mr. Larry Sanderson, *Michigan State University student*
Mr. Edward Schneider, *Michigan State University student*
Mr. Mike Sunshine, *Michigan State University student*
Mr. Kenneth Town, *Michigan State University student*
Dr. James A. Trosko, *Assistant Professor, Justin Morrill College*

Selected Bibliography

Selected Bibliography

Books and Articles

American Council on Education. *A Fact Book on Higher Education.* Washington, D.C.: The Council, 1969, pp. 70.28, 70.34, 70.7, 70.8, 9037, 9042, 9070, 9075, 9082, 9083, 9084, 9178, 9222-23.

Bayer, Alan E., and Boruch, R.F. "Black and White Freshmen Entering Four-Year Colleges," *Educational Record,* L, No. 4 (Fall 1969), 371-86.

Berls, Robert H. "Higher Education Opportunity and Achievement in the U.S.," in *The Economics and Finance of Higher Education in the U.S.* Compiled by Robert Haveman. Washington, D.C.: Government Printing Office, 1969, pp. 145-204.

Brandon, William. "American Indians: The Alien Americans," *The Progressive,* XXXIII, No. 12 (December 1969), 13-17.

Brubacher, John S. *Bases for Policy in Higher Education.* New York: McGraw-Hill, 1965.

Clark, Kenneth. "Education of the Minority Poor—The Key to the War on Poverty," in *The Disadvantaged Poor: Education and Employment.* Compiled by the Task Force on Economic Growth. Washington, D.C.: National Chamber of Commerce, 1966, pp. 173-88.

College Entrance Examination Board. *College Admissions Policies for the 1970's.* New York: The Board, 1968.

Egerton, John. "High Risk," *Southern Education Report,* XXX, No. 7 (March 1968), 3-14.

_____. "High Risk: Five Looks," *Southern Education Report,* XXX, No. 8 (April 1968), 25-36.

_____. *State Universities and Black Americans; An Inquiry into Desegregation and Equity for Negroes in 100 Public Universities.* Atlanta, Ga.: Southern Education Foundation, May 1969, pp. 93-96.

Gifford, Selene. "Educating the American Indian," *School Life,* XLVII, No. 2 (November 1964), 10-12.

Green, Robert L. "Minority Group Students at Predominantly White Universities: Needs and Perspectives," *Education,* XCII (September-October 1971), 29-37.

_____. "The Black Quest for Higher Education: An Admissions Dilemma," *Personnel and Guidance Journal,* XLVII, No. 9 (1969), 905-911.

Hechinger, Fred M. "Open Admissions: Prophets of Doom Seem To Have Been Wrong," *New York Times,* March 28, 1971, p. E-11.

_____. "Ph.D.'s: The Degree That Has Become a Glut on the Market," *New York Times,* January 3, 1971, p. E-9.

_____. "What Open Admissions Does and Does Not Mean," *New York Times,* October 11, 1970, p. E-9.

Heinzerling, Lyn. "British Open University for Wider Citizen Group," *Lansing State Journal,* October 18, 1970, p. F-9.

Hernandez, Luis F. *A Forgotten American: A Resource Unit for Teachers on the Mexican American.* New York: Anti-Defamation League of B'nai B'rith, 1969, pp. 25-31.

James, Walter. "University of the Air," *South African Outlook,* C, No. 1191 (August 1970), 118, 119.

Josephy, Alvin M., Jr. "Indians in History: The White Man's Books Speak with Forked Tongue," *Atlantic,* CCXXIV, No. 6 (June 1970), 67-72.

Kendrick, S.A. "The Coming Segregation of Our Selective Colleges," *College Board Review,* No. 66 (Winter 1967-68), pp. 6-12.

Kerr, Clark. "Higher Education in an Era of Technical and Social Change," *State Government,* XLIII, No. 1 (Winter 1970), 27-30.

Lane, Hugh W. "Admissions Procedures in Transition: Some Inter-Relations," *ERIC IRCD Bulletin* (Winter 1969), pp. 3-4 and 11.

Letwin, William. "Democracy and the English University," *Public Interest,* No. 14 (Fall 1968), pp. 139-50.

Lewis, W. Arthur. "The Road to the Top is Through Higher Education—Not Black Studies," *New York Times Magazine,* May 11, 1970, p. 27.

London, Jack. "The Influence of Social Class Behavior upon Adult Education Participation," *Adult Education Journal,* XX, No. 3 (1970), 140-53.

Mendenhall, Thomas C. "Admissions Policy: Implications and Consequences," *ERIC IRCD Bulletin* (Winter 1969), pp. 5-6 and 11.

Morison, Robert. "Some Aspects of Policy-Making in the American University," *Daedalus,* XCIX, No. 3 (Summer 1970), 609-644.

Nisbet, Robert. "The University Had Better Mind Its Own Business," *Psychology Today,* IV, No. 10 (March 1971), 22, 28-32, 34, 37.

Pearson, Richard. "Admission to College," in *Universal Higher Education.* Edited by Earl McGrath. New York: McGraw-Hill, 1966, pp. 140-58.

Rustin, Bayard. "The Failure of Black Separatism," *Harpers,* CCXL, No. 1436 (January 1970), 25-34, only excerpts.

Sabine, Gordon A. "A Diary of Something about to Happen: Michigan State's Search for More Negro Students," *College Board Review,* LXXIII (Fall 1968), 11-14.

Sanford, Nevitt. "The Contribution of Higher Education to the Life of Society," in *Higher Education: Demand and Response.* Edited by W.R. Niblett. San Francisco: Jossey-Bass, Inc., 1970, pp. 7-20.

Shackelford, Laurel, and Moirtz, Deborah. "High Risk for Higher Education," *Civil Rights Digest,* II, No. 3 (Summer 1969), 45-50.

Shaw, Roy. "The Open University," *Adult Education* (British), XLI, No. 1 (May 1968), 213-20.

Sowell, Thomas. "A Black Professor Says Colleges Are Skipping over Competent Blacks to Admit 'Authentic' Ghetto Types," *New York Times Magazine*, December 13, 1970, pp. 36-46.

Thiede, Wilson. "Creating a New University Outreach: The Reorganization of Extension," *Educational Record,* XLIX, No. 45 (Summer 1968), 298-304.

Thresher, B. Alden. *College Admissions and the Public Interest.* New York: College Entrance Examination Board, 1966.

Tinker, Irene. "The Underprepared College Student," *American Education,* VI, No. 9 (November 1970), 10-12.

Trow, Martin. "Reflections on the Transition from Mass to Universal Higher Education," *Daedalus,* XCIX, No. 1 (Winter 1970), 1-42.

Turnbull, William W. "How Can We Make Testing More Relevant?" *College Board Review,* No. 67 (Spring 1968), pp. 5-10.

Williams, Robert L. "What Are We Learning from Current Programs for Disadvantaged Students?" *Journal of Higher Education,* XL, No. 4 (April 1969), 274-85.

Documents and Reports

Black Liberation Front International. "Perspectives on University Admission." Unpublished policy statement prepared for the Commission on Admissions, Michigan State University, East Lansing, Michigan, 1971.

Carnegie Commission on Higher Education, The. *A Chance to Learn: An Action Agenda for Equal Opportunity in Higher Education.* A Special Report and Recommendations. New York: McGraw-Hill, March 1970.

_____. *The Open Door Colleges: Policies for Community Colleges.* A Special Report and Recommendations. New York: McGraw-Hill, June 1970.

"Enrollment Headcounts (1951-1969) and Enrollment Projections (1971-1990)." *Higher Education General Information Survey Reports.* Washington, D.C.: Government Printing Office, 1970.

Equality of Access to Higher Education in Michigan. Report to the State Board of Education by the Ad Hoc Advisory Committee on Equality of Access to Higher Education, Lansing, Michigan, March 1971.

Ferrin, Richard I. *Barriers to Universal Higher Education.* Palo Alto, Calif.: College Entrance Examination Board, March 1970.

Hamilton, J.B. *Project TAC: An Experimental Program of Tutorial Assistance in Chemistry.* Chemistry Department Report to the Center for Urban Affairs and Office of Equal Opportunity Programs, Michigan State University, East Lansing, Michigan, 1971.

Improving Undergraduate Education. Report of the Committee on Undergraduate Education, Michigan State University, East Lansing, Michigan, 1967.

Master Plan Five Years Later. California State Coordinating Council for Higher Education, Sacramento, California, March 1966.

Master Plan for Higher Education in California, 1960-1975. Report of a Liaison Committee of the State Board of Education and the Regents of the University of California, Sacramento, California, 1960.

Migration of Undergraduate and Graduate Students to Michigan and Michigan State University. Office of Institutional Research Report, Michigan State University, East Lansing, Michigan, June 1970.

Minority Student Task Force. "Minority Students and Academic Issues"; "Minority Students' Orientation, Tutoring, Counseling and Advising"; Minority Students' Recruitment, Admissions and Financial Aids." Three unpublished reports submitted to the President's Office, Michigan State University, East Lansing, Michigan, November 10, 1970.

New Challenge in Lifelong Learning. A Conference on the Future Role of the University in Relation to Public Service, University of California Conference Center, Lake Arrowhead, California, May 1965.

Nosow, Sigmund. "Student Attitudes toward Open Admissions." Unpublished report. Office of Evaluation Services, Michigan State University, East Lansing, Michigan, December 1970.

Plan for Public Higher Education in Washington. The Council of Presidents, Seattle, Washington, 1964.

Report and Recommendations of the Wayne University Study Commission (Ruthven Commission). Report to Governor G. Mennen Williams, Lansing, Michigan, December 1955.

Report to the President of MSU from the Committee on the Future of the University. Michigan State University, East Lansing, Michigan, 1959.

Revised Academic Plan 1969-1975. Academic Plan Steering Committee, University of California, Berkeley, California, 1969, pp. 3-9, 13-18, 21-32, and 73-100.

State Plan for Higher Education in Michigan. Michigan Department of Education, Lansing, Michigan, February 1970.

Survey of Minority Group Participation in the Graduate Programs at MSU. Research Report No. 1, Center for Urban Affairs, Michigan State University, East Lansing, Michigan, 1970.

Selected Bibliography

Survey of Post-Secondary Educational Plans of Michigan High School Graduates. Michigan Department of Education, Lansing, Michigan, July 1970.

Transfer Students Entering MSU from Michigan Community Colleges, 1961-70. Tabulation of fall-term transfers by the Office of the Registrar, Michigan State University, East Lansing, Michigan, 1970.

Addresses

Killingsworth, Charles C. "How to Pay for Higher Education." Presidential address at Economics Society of Michigan, Ann Arbor, Michigan, March 17, 1967.

Wharton, Clifton R., Jr. "The Pluralistic University I: The Demand for Universal Higher Education." Address to the Detroit Economic Club, March 30, 1970.

_____. "The Pluralistic University II: The Concern for Human Values." Commencement address, University of Michigan, Ann Arbor, Michigan, May 2, 1970.

_____. "The Pluralistic University III: The University's Quest For a Social Role." Address to the Michigan Academy of Science, Arts and Letters, Kalamazoo, Michigan, April 23, 1971.

Indexes

Index of Recommendations

Note: the numbers are those of the recommendations.

Academic success, criteria for predicting, 4, 14, 60, 67
Academic support services, 46-49
Admissions
  graduate, 4, 64-71
  undergraduates, regular, 60, 61
  undergraduates, special, 62, 63
Admissions Office, 52, 53, 60-63, 71, 78
Advanced Graduate Studies, School for, 5, 65, 66, 71
Assistant Provost for admissions and financial assistance, 52, 54

Committee on admission, 62, 72, 77
Committee on graduate education, 4, 5
Community colleges
  communication with, 12, 73
  consultative resources for, 74
  contingent admission of educationally disadvantaged from, 21
  interinstitutional cooperation, 63, 73-77, 79
Consortium to improve educational opportunities for disadvantaged, 79
Counseling
  financial aid, 44
  professional staff, 45
Counseling Center, 45

Departments, academic units, and programs
  academic assistance units, 47
  advising and counseling, 42, 43
  communication with community colleges, 12
  evaluation and review of programs, 34-38
  financial assistance, graduate, 55
  funds for faculty positions, 37
  graduate admissions, 64-71
  graduate program review, 4, 5
  graduate quality and expansion, 3
  majors, 9, 13-15
  recruiting minority students, 65
  sex discrimination, 26
Director of Admissions, 72
Director of Developmental Programs, 72
Director of Equal Opportunity Programs, 65
Disadvantaged, economically
  admission and recruitment of, 19
  levels of emphasis in recruitment and admission of, 20
Disadvantaged, educationally
  admission of, 16-18
  advising, 42
  collection of information on to improve criteria, 16
  contingent admission from community colleges, 21
  experimental framework and evaluation of policy, 18
  mutual commitments, 59
Doctor of Arts Degree, 4

Employment of students, 54, 56
Enrollment mix, 10-12
Enrollment, size, 1, 2
Exceptionally talented students
  Honors College, 29
  recruitment, 30
External degree, 41

Financial aid
  basis for, 54
  centralization of offices, 52, 53
  graduate students, 55

information about, 50
level of support and review, 51
loans, 57
professional counseling and, 44
securing from other sources, 58
student employment, 54, 56
Foreign students, 4, 31-32

Graduate admissions, 4, 64-71
Graduate Office, 68
Graduate programs
assistantships, sex discrimination, 26
Committee on Graduate Education, 4, 5
quality and expansion of, 3
Graduate School. *See* Advanced Graduate Studies

Honors College, 29

Instruction, flexibility of models, requirements, 39
Interinstitutional cooperation, 28, 73-79

Juniors and seniors, preparing to serve more, 10

Life-long education, study, 28
Loans, student, 54, 57

Major, freedom and limitation in choice of, 9
Master of Philosophy degree, 4
Men, admission criteria, proportion, financial aid, 25
Michigan Council of State College Presidents, 76
Minority students, recruitment and admission, level, criteria, 4, 22, 65
Mix, enrollment, 10

Office of Developmental Programs, 49
Office of the Provost, 37, 48, 49, 71
Older students
center for, admission criteria, night course offerings, 27
high-level study on life-long education, 28
Out-of-state students, tuition reciprocity agreement, 33

Physically handicapped students
academic assistance for, 24
alteration and planning buildings for, 23
nonacademic procedures and, 24
President
committee on external degree, 41
Committee on Graduate Education, 4
office of long-range planning and budgeting, 38
Provost. *See also* Office of Provost
designation of responsibility for education of older students, 27
standing committee on admissions, advisory to, 72
Publicizing admission policies and procedures, 71

Recruitment
admission guidelines in literature, 61
of economically disadvantaged, 19
of exceptionally talented, 30
of minority graduates, 4, 65
of minority undergraduates, 22
review of materials, 71
Special Admission Program, 63
Research
allocating resources for, 7
commitment to, 6
development, 7
fundamental, 7
human, social needs, 7
seeking outside funds, unrestricted funds for, 8
Review and evaluation
criteria of for existing programs, 34
funds for faculty positions, 37
new program requests and revisions, 35
program duplication, elimination, 34
office of long-range planning and budgeting, 38
resource distribution, institutional goals and priorities, 36
Review of recruitment material, 71

Sex discrimination, 26

Size
academic units, 2
undergraduate student body, 1
Sophomores, upper-division admission, 13
Special Admissions Program
commitments, 59
criteria, 62
recruitment, 63
standing committee on admissions, 72
State of Michigan, reciprocity agreements, 33
Student loans, 54, 57
Study on life-long education, 28
Summer term, 40
Support services
academic, 46 49, 59
financial, 50-59

Transfer students
admission, 10-12, 15
statewide system and policy for, 75, 76
Tuition reciprocity agreement, 33

Undergraduate admissions
regular, 60, 61
special, 62, 63
Undergraduate student body, size, 1

Vice President for Research Development, 8

Women students
admission criteria, proportion, financial aid, 25-27
advising, 43
recruitment, 4

Index of Subjects

Note: numbers refer to pages.

Academic Council, 4
Academic support services, 37, 48-49
Access
  to higher education, 14
  to lower division, 33-35
  to upper division, 31-33
Admissions categories, 34
Admissions procedures
  advisory committee for, 65-66
  graduate admissions, 62-64
  interinstitutional cooperation, 66-68
  undergraduate admissions
    regular, 60-61
    special, 62
Advanced Graduate Studies, School for, 28, 29, 63, 65
Advising, 47-48
Advisory committee
  for admissions, 65-66
  for long-range planning, 46
Agricultural Experiment Station, 18
Agricultural short-course program, 14
Alumni Association, 3
American Indians, 38
Associated Students of MSU, 4

Black students, 36, 38
Board of Trustees, 4, 47, 76
Broad public needs, a major concern of Commission, 78, 79-85

Commission, the
  drafting committee, 7
  meetings, 5, 6, 7
  membership, ix-xi, 3-4
  procedures, 3-7
  public hearings, 6
  purpose, 1
  staff director, 5
  staff specialists, 5
  subcommittees, 5, 6
Committee on Graduate Education, proposed, 28-29, 63
Committee on the Future of the University (1959), 1, 11
Committee on Undergraduate Education (1967), 1, 11, 14, 24, 49
Communication
  a major concern of the Commission, 78, 79-85
  need for improvement
    with community colleges, 31, 64-65, 67-68
    with high school personnel, 33-34, 64-65, 67
    with prospective students, 55-57
    with public, 34, 60, 64-65
Community Colleges
  admission to, 2
  cooperation of MSU with, 66-68
  effect on MSU, 13-14, 31
  graduates of, access to MSU, 31-33
  growth in enrollment, 9
  in Michigan, 8-9
  transfers, needs of, 31, 48
Concerns of Commission, major, 77-78, 79-85
Conclusions and Summary
  costs of recommendations, 76-77
  major concerns, 77-78, 79-85
  responsibility for implementation, 69, 70-75, 76
Continuing Education Service, 22
Cooperative Extension Service, 22
Costs of implementing recommendations, 76-77
Council of Graduate Students, 4
Counseling Center, 48
Creation of new knowledge. *See* Research
Creative activities, 19

Departments
  contact with students, 49
  role
    in financial aids, 56

in graduate admissions, 27-29, 62-64
in providing recruitment materials, 49, 65
in support services, 53
Developmental Programs, Office of, 54
Disadvantaged, commitment to the, 14, 15, 16
Disadvantaged, economically
defined, 35, 37
general, 37, 48, 64
Disadvantaged, educationally
defined, 35
general, 35, 37, 48, 63, 67
Doctoral programs in the State, 8
Drafting committee, 7
Duplication, need to minimize, 15, 28, 44

Economically disadvantaged. *See* Disadvantaged, economically
Educationally disadvantaged. *See* Disadvantaged, educationally
Efficiency, equity, 26, 27, 53
Equal Opportunity Programs, 3, 56, 63
Enrollment mix, 31
implications of shifts in, 25, 31, 44
Enrollment shifts, 9, 13
Exceptionally talented students, 40-41
External degree, 47

Financial Aids
centralization of, 55
general, 54-57
Financial implications of recommendations, 43-44
Financial resources
admissions and, 3, 27
commitment
to disadvantaged and, 15, 16, 43-44
to research and, 20, 29
efficiency, equity and, 26-27
enrollment shifts and, 44
general, 2, 20, 21
graduate-professional programs and, 16
graduate programs and, 15-16, 28
higher education and, 2
new programs and, 16, 45
reallocation of, 45
transfer students and, 31
Fiscal management, 15, 23, 27-28, 43-44 45-46, 54-55, 78, 79-85
Flexibility in choice of majors, 30
Foreign students, 41

Graduate admissions procedures, 62-64
experimental admissions, 63-64
provisional admissions, 64
Graduate Council, the, 4
Graduate education
admission to, 28-29, 62-64
departmental autonomy, 28
expansion of, 16
legislative support for, 15-16
need for review of, 16, 28-29
outlook for, 16
priorities for, 28
recruiting minority students for, 16
role of MSU in, 16
Graduate Office, MSU, 56-64
Graduate-professional education
fiscal outlook for, 16
new programs, 16
role of MSU in, 16
Graduate school, MSU. *See* Advanced Graduate Studies

Higher education
in Michigan, 8-10
present problems of, 1-3
History and tradition of MSU, 1, 8-11, 17, 18, 20, 22, 24, 30, 41, 42
Honors College, 11, 41

Implementation of recommendations, responsibility for, 69, 70-75, 76
Implications of recommendations
experimentation, research, evaluation, 58
financial, 43-44
instruction and advising, 46-49
support services, 49-59
Indians, American, 38
Institutional research and evaluation, need for, 14, 32, 33-34, 35, 45, 53, 58-59, 62
Instructional innovation, 46-47
Interinstitutional cooperation, 15, 44, 62, 66-68

Index of Subjects

Juniors and seniors, 31

Life-long education
  commitment to, 17
  study of, proposal, 40
Long-range planning, 46
Lower division, access to, 33-35

Major concerns of Commission, 77-78, 79-85
Mexican Americans, 38
Michigan Association of Secondary School Principals, 3
Michigan Council of State College Presidents, 44, 67
Michigan Counselors Association, 3
Michigan Institutions of higher education, 8-10
Michigan State University
  characteristics, 10, 11
  growth and size, 24
  role, 12-23, 43-44
Minority students
  defined, 35, 38
  general, 16, 38, 63

National Merit Scholars, 41
New committees proposed, 28-29, 65-66
New programs, 16, 28, 45
Non-degree status, graduate, 64
Non-degree terminal programs, 14
No-preference option, 30

Older students, 17, 39-40
Out-of-state students, 41-42

Physically handicapped students, 38-39
  defined, 38
President, MSU, 3, 5, 11, 28, 46, 47, 69, 70-76
Private colleges and universities, 2, 3, 11
Provost, MSU, 3, 5, 45, 54, 55, 65, 66, 69, 70-76
Public colleges and universities, 2, 8-10
Publicizing admissions policies and procedures, 64-65
Public problem solving, 18, 20, 22-23
Public service
  Continuing Education Service, 22
  Cooperative Extension Service, 22
  instruction and, 22
  limitations of, 21-23
  resources for, 23

Quality, a major concern of Commission, 77, 79-85
Quotas for majors, 30

Reciprocity agreements, 42
"Regular admissions" category
  admissions procedures, 60-61
  defined, 34, 60-61
Research
  basic research, 18-19
  creativity as, 19
  importance for society, 18-19
  new directions, 20
  policies, MSU, 21
  priorities, 21
  problem-solving research, 18-20
  resources for, 20, 29
  support of, 21
  teaching and, 19, 21
Resource persons, Commission, 4
Resources, a major concern of Commission, 78, 79-85
Resources, redistribution of, 45
Responsibility for implementing recommendations, 69, 70-75, 76
Responsibility to be shared with other institutions, 15, 43-44, 62, 66-68
Review and evaluation. *See also* Institutional research and evaluation
  of programs, 45-46
  of academic progress of students, 33, 55
Role, MSU, in 1970s, 12-23

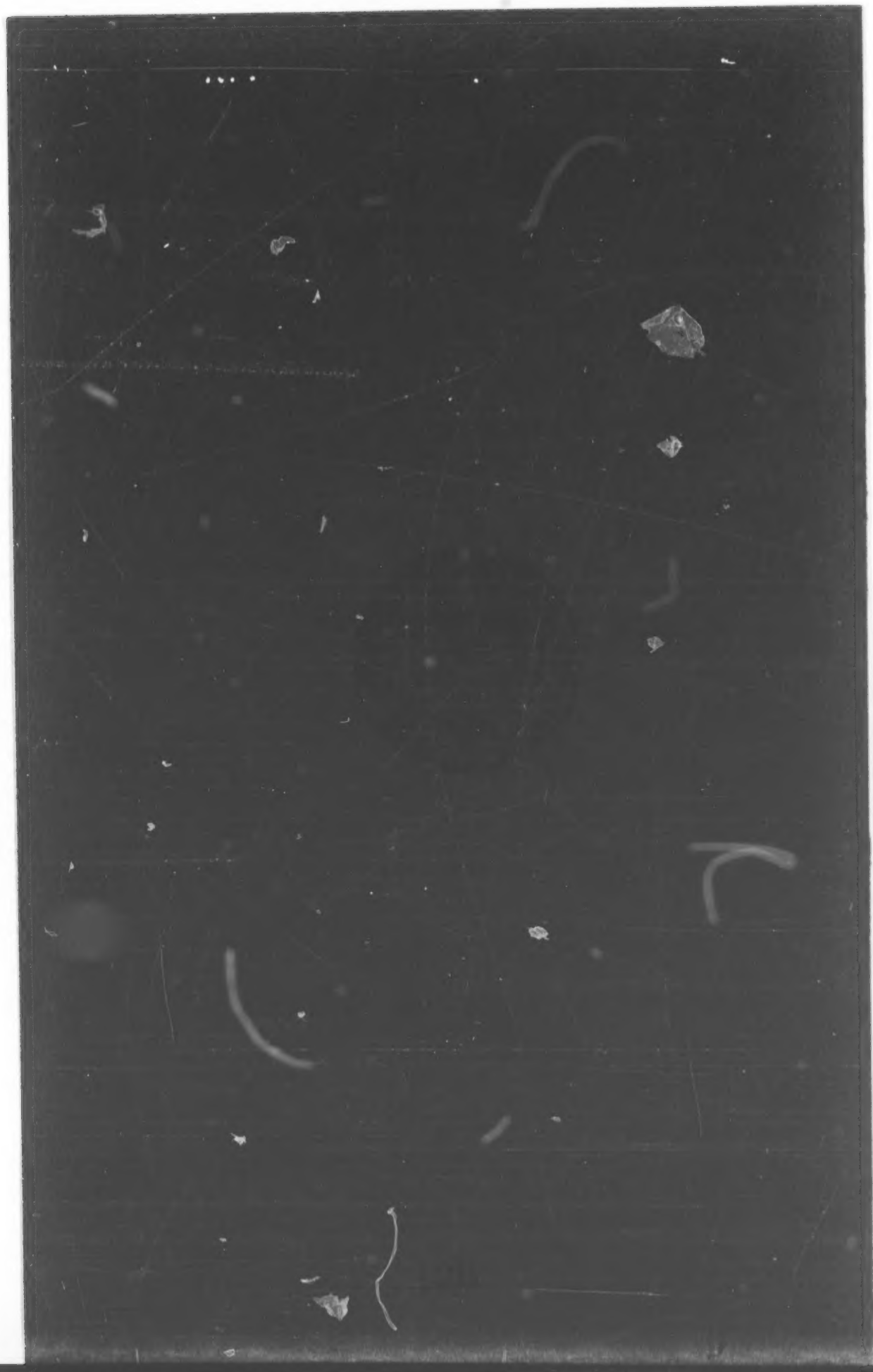
Self-study, MSU, 1, 11
Shifts in student body composition, 13, 24-25
Size of undergraduate student body, 24-26
  advantages, disadvantages, 13, 24, 26
"Special admissions" category
  admissions procedures, 62
  defined, 34, 61
  evaluation of, 66
  experimental nature of, 34, 35, 58-59

obligations of special admit students, 57
State of Michigan
Department of Education, 3
higher education in, 8-10
institutions of higher education in, 8-10
Student body composition
efficiency, equity, 26-27, 53
enrollment mix, 31
financial resources and, 27, 28
graduate students, 27, 28
undergraduate students, 30-35
Student services, a major concern of Commission, 78, 79-85
Subcommittees of Commission, 5, 6
Summer term, 47
Support services
academic, 49-54
evaluation of, 53-54
goals of, 51
problems of, 50
responsibility for, 51-53
financial, 54-57

Teaching and research, 19, 21
Transfer students, 13-14, 31, 32-33, 44, 48, 67
Tuition reciprocity agreements, 42

Undergraduate admissions criteria, 60-62
University, a pluralistic, 11, 14
Upper division, MSU
access to, 31-33
contingent admission to, 38, 44

Vice President for Business and Finance 55, 56
Vice President for Research Development, 29
Vice President for Student Affairs, 55, 56

Women, 39, 40, 48, 63

This book was designed and edited by Kathleen Schoonmaker, Assistant University Editor. It was composed and printed by the Michigan State University Printing Service.